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ABSTRACT

This manual was developed by the Illinois State 4-H Office as part of a project to assist youth in developing leadership skills. This manual emphasizes skills needed to lead groups. The manual describes learning activities in the following areas of leadership life skills: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing, setting group goals, planning, and making priorities; and (7) working with groups. The manual also includes general information about the project; information about leadership and description of leadership styles; suggested project goals; and selecting practical leadership experiences. Each learning activity is written from the perspective of the group leader and includes: a brief description of the purpose of the activity; an indication about the focus of the activity, whether it is on the individual member or a group working together; information to discuss with the group and instructions for conducting the activity; and discussion questions for group participants. This manual includes a list of 27 references. (LP)

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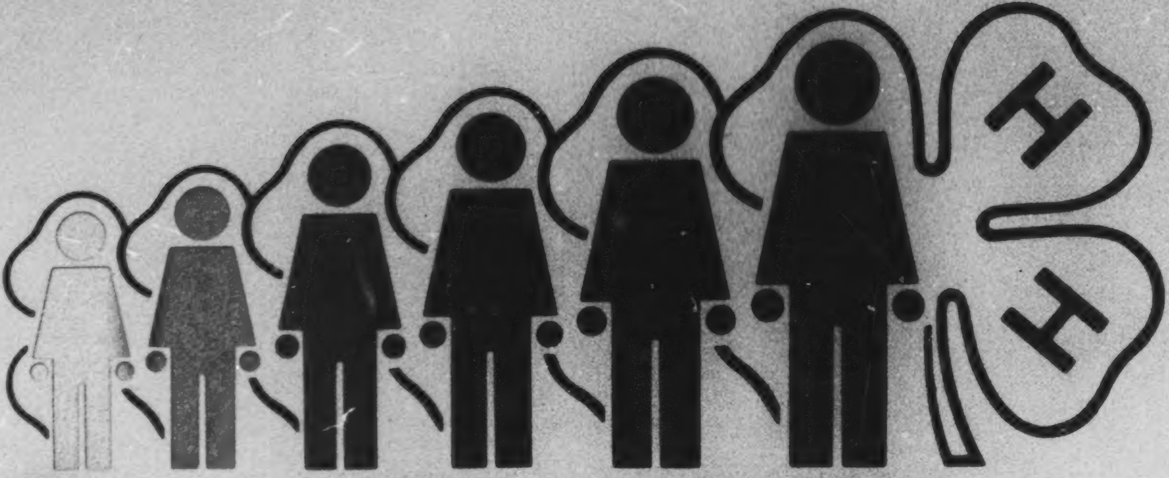

Leadership

Skills You Never Outgrow

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IV

Leadership Project Book IV

Skills Leading Groups

Cooperative Extension Service
College of Agriculture
University of Illinois at Urbana–Champaign

Rc 018990

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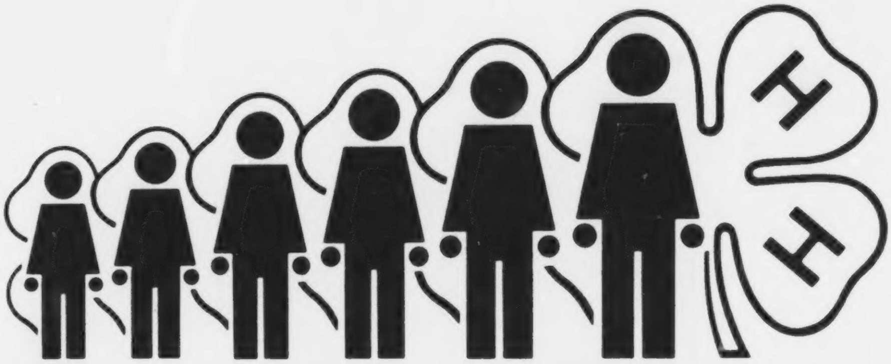
Book IV
Skills Leading Groups



Leadership
Skills You Never Outgrow

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Book III	MC0636	Leadership: Skills You Never Outgrow - Skills Working Within Groups

Introduction

What is Leadership

Leadership is helping people achieve goals. It involves getting things done. Leaders guide and influence others actions, as individuals or in groups.

People require a variety of skills to be effective leaders. These leadership skills are developed and expanded throughout a lifetime. They can be used in a variety of ways depending on the situation. The leadership skills in Leadership: Skills You Never Outgrow are related to understanding self, communicating, getting along with others, learning to learn, making decisions, managing and working with groups.

Leaders need to start with a good understanding of and confidence in themselves and what's important to them. To work well with others they need to understand those they work with and to communicate with them. Influencing others involves helping them learn and change. Leaders also need to help people make individual and group decisions and use good human and material resources to accomplish their goals. When leaders work with people in groups, they must integrate all these skills and add to them the special skills needed to help the people in a group function together as a unit

Assumptions about Leadership

There are several accepted assumptions about leadership that make its study both possible and useful. These assumptions are:

- Leadership can be learned.
- Leadership can be broken down into component skills that can be practiced.
- Leadership is learned through experience.
- Leadership is helping others.
- Leadership is shared among members of the group.
- Leadership is a relationship between people.
- Leadership styles are determined by the situation.

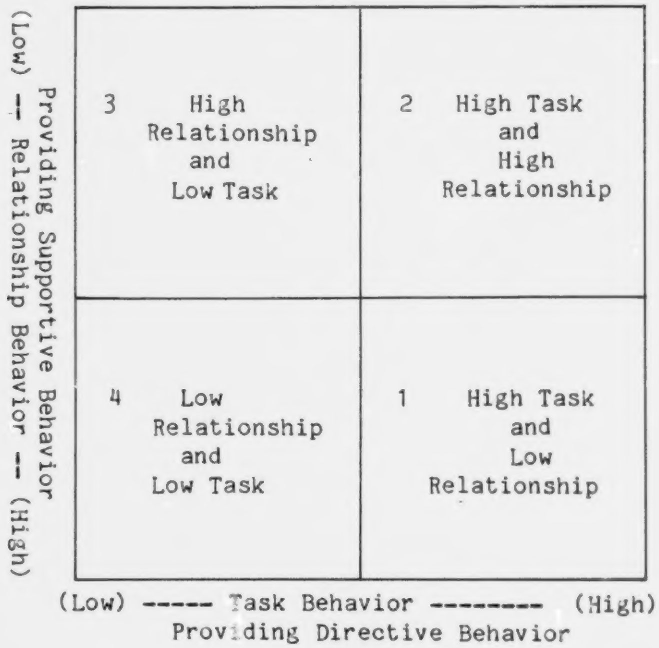
Leadership Behaviors

Book III in this series explains that there are various behavior styles a leader can use in working with others. "Directive leaders" make the decisions and give specific directions for carrying out the tasks needed to reach goals, monitoring progress carefully. "Democratic leaders" involve others in the process of deciding what to do and how to do it, but they provide support and encouragement throughout the process. "Laissez-faire leaders" allow others to take the lead in decisions about what to do and how to do it, and they provide little support.

Each of these leadership styles is useful in some situations. Which style the leaders should use in guiding groups depends on the conditions in which they are working. Leaders must assess the goal that the group needs to accomplish and the abilities of the group members to do the job. They have to decide how to help the group work effectively by determining how much direction to give and how to support relationships between themselves and group members and among group members.

Situational Leadership

Paul Hershey and Kenneth Blanchard* have outlined a model leaders can use to help them assess the situation and decide what style of leadership is appropriate. They call it "situational leadership". Situational leaders decide what level of skills group members have for doing the tasks needed and how much relationship (involvement and leader support) they need in the process. These relationships are broken down into the four categories illustrated below.


3 High Relationship and Low Task
2 High Task and High Relationship
4 Low Relationship and Low Task
1 High Task and Low Relationship
(Low) -- Relationship Behavior -- (High)
Providing Supportive Behavior
(Low) ----- Task Behavior -------- (High)
Providing Directive Behavior

As the diagram indicates, when it's important to get the tasks done and the need for encouragement is low (square 1), directive leadership is called for. An example of this situation would be during a fire alarm. The goal is to get everyone out of the building as quickly and orderly as possible (high emphasis on task). There is little need for group involvement in the decision or individual encouragement to participate (low relationship).

In square 2 the situation of high task and high goal needs is illustrated. An example of this is a person needing to use a computer who is afraid of it. In this case the leader needs to give a lot of direction because the person doesn't know how to use the computer and also lots of support because the person needs encourage to overcome the fear of the new technology.

In square 3 we find a situation where the need for help with the task is low, but the need for support is high. Here democratic or supportive leadership is called for. An example would be a group of teens with the task of cleaning up the fairgrounds. This is a job everyone has the skills to do, but some group members may need a lot of encouragement to keep at the task. Directive leadership would likely be unsuccessful.

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*Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, Fourth Ed. (Prentice Hall, 1982), p. 200.

Square 4 describes the leadership situation where the need for task guidance and encouragement are both low. Here a low involvement leadership style (laissez-faire) is called for. Group know how to do the job and are motivated to do it. An example might be a volunteer committee planninng the annual Christmas party. Members volunteered because they wanted to plan the party and had the ideas and experience to plan it. Very little help is needed from the leader.

As you can see from the examples, leading groups of people requires high level leadership skills. The leader must not only have good skills in getting along with and accomplishing tasks, but he or she also has to decide how much of each leadership behavior to use with each person and the group as a whole. Leading groups requires a sophisticated set of leadership skills.

Resources for the Leadership Project

This project book is designed to help teens learn advanced leadership skills; the skills which will be most useful in a group setting. In previous years, you should have completed most of the suggested activities in Books I and II, and have experienced a significant number of the activities in Book III. A brief summary of the books follows:

Book I and Book II cover the same level of material, with Book I being designed for the younger member and Book II written especially for the teen member just beginning the Leadership series. In these two books you did learning activities which focused on building your individual skills as you worked with a helper. It was important to build your individual skills before moving to the next level as an active member of a group.

Becoming active in a group, participating, contributing and sharing is the focus of Book III. Using it you experienced learning activities both individually with a helper and in a group. As you became involved in groups with more and more people, you needed additional skills which help you to contribute more in the group setting. Book III helped in the observation of groups and becoming an effective member of the group.

Book IV deals with the highest level of leadership. It is concerned with helping you build skills in guiding groups to reach their goals. The activities in this book will help you gain skills in group leadership. You're encouraged to try out these skills in group leadership positions. You can try out your skills in helping others learn leadership skills while you increase your own.

In studying any project, it is good to break the topic down into smaller parts. In Leadership Skills You Never Outgrow, this is also true. By dividing the study of leadership into the skills leaders need, this project gives you the opportunity to learn leadership by working on the component skills. This book includes a section for each of the skill areas. There are learning activities related to specific subskills grouped together in each skill area. As you do each learning activity, you will see that the subskills build into the larger skills which are called leadership life skills. It is for this reason, that you will want to complete as many of the learning activities as possible and include the various subskills while you're in the project.

In this third level, you may lead younger members in group activities and work toward advancing your own leadership skills in a group of peers at the same time. It is important for you to participate with a group of people who are also learning about leadership skills in the Book IV. In essence, you will want to learn from a leadership group, as well as lead groups with less than you who are learning from the activities and techniques found in the first three books.

Since practice and experience are very effective way to learn or develop a skill, the learning activities are meant to be experienced or practiced in a group or with a helper. You may work with several groups and helpers, but it is very important that you experience and practice your leadership study with others.

Through the experiences you have had in Books I through III, you experienced many small parts of leadership training. Book IV, the most advanced of the Leadership Skills You Never Outgrow books, contains learning activities which assume that you are ready to lead groups. This is a very tough position to be in. You are still learning and strengthening new leadership skills within Book IV, yet you will want to, as a part of this project, take on the responsibility for other groups.

Whatever the size of the group you lead, you will need to be ready and prepared for helping others reach their goals. Some groups will have very specific goals, such as planning an event or providing a service to others. Others may have goals which are harder to identify and define such as learning a skill or making a decision. In this time of gaining experience in leading groups, try to choose leadership roles are more advanced than those you've had before yet rely using many of the skills you already have.

Designing Your Leadership Project

To make this project meaningful to you, you will want to set goals for yourself which challenge you and which push you to try new leadership skills. It will be valuable to you to assess your own skills, being realistic in what you now do well and what leadership skills you want to specifically work on. With this assessment, you will be able to set better goals for yourself; goals that will guide you as you work with the advanced level of study.

Suggested goals for you during this project include:

* Choose and experience at least two activities from each leadership skill area in this book
* Select at least two skill areas you want to explore in more depth. Complete at least three additional activities from each of these skill areas. Try to work on several subskills related to the skills. Feel free to design your own learning activities or to use some from other sources that help strengthen your skills.
* Using the model for Selecting Practical Leadership Experiences, assess your past leadership experiences and plan new ones that will give you new challenges in leading groups. Discuss your plans and coordinate them with the leaders in your club and those you wish to help.

Use your " Project Goals and Evaluation" planning form to record your goals, when you plan to do them and who will help.

Achieving Project Goals in a Group

A large majority of the learning activities in Book IV are to be completed in a group setting. This means that in order to experience and learn from the learning activities in Book IV, you will need to do them in a group with an adult leading the group.

If you don't have a leadership group in your community or county, you may have to form one. It will take extra effort on your part to encourage others to lead or to participate in a leadership training group. To approach this, you may want to talk with an adult you like to work with, one whom you may have observed working well with groups. That adult is the type you'll want to seek to guide your leadership group. Recruit six to ten members who are studying leadership to be a part of the leadership group. In this ideal setting, you will be able to participate in a group experience, learning first hand, how groups work, set goals, and accomplish them. Leadership can be studied with other community or church groups as well.

Leading Groups Learning Leadership

Since you will be learning to lead groups through the learning experiences this book suggests, nearly all of the activities are designed to be done in groups. The activities included are for your own learning with other older teens or adults who have reached this highest level of leadership skill development. You and other members of your group may become involved in leading the group's learning experiences.

You'll note that the learning activities are written from the perspective of the group leader. The instructions suggest information to discuss with the group as well as what to do when conducting the activity.

Note that the "Interpreting" section after each activity is written directly to participants. The group leader may want to read those questions to the group or use his or her own words to help the group process the experience. You should first think about and determine what happened as you were doing the activity. Next, analyze the patterns and help your group work together. Then, look for commonalities, or principles that might be taken out of this situation into other situations. Finally, plan how you can use what you have learned in other times and places.*

When you will be leading the group, allow time to prepare before hand. First, select an activity. that is designed to meet the group's learning goals. The boxed information in the upper left corner will help you find what the content is without reading all the instructions in detail. Once the activity is selected, you must read the activity very carefully from the leader's perspective. Think about what type of formation the group will be in. What supplies will group members need? Are there worksheets or other materials to be copies? Outline what you will do.

Plan how activities will be sequenced in the meeting to make a logical hole plan for the most active or intense activities to be in the middle portion of the meeting with others to build up to or prepare for them. Close with a less-intense period that supports or reinforces the key learnings.

You may be leading less experienced members in leadership learning. When you do, use the processes suggested here, but choose activities from the book designed for their level.

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*Pheiffer, J. William and John E. Jones, eds. The 1980 Annual for Group Facilities, San Diego: University Associates, 1980, 3-8.

Selecting Practical Leadership Experiences

Deciding on practical experiences to try out and demonstrate the leadership skills you're building in yourself can be difficult. You need to choose experiences that will cause you to try new things yet have high chance for success.

Here is a process you can use to select a practical leadership experience based on what you've done before:

1. Think about the leadership experiences you 've completed in previous levels of the project. Select an experience that provided the great challenge to you.

2. Think about the challenging leadership experience you identified. What combination of factors made it a challenge--the people, personalities, differences in interests or skills, the size of the group, the number or size or the tasks required to complete the goal, special conditions in the group or outside environment?

3. Evaluate your success as a leader in that situation. How successful were you in helping the people involved achieve their goal? Was the goal achieved to the satisfaction of group members? How positive were the feelings of group members about what they'd done and about doing similar things in the future? How did you feel? What would you do differently next time?

4. If you felt there were aspects of the experience that could have been handled better, select a similar experience to work on this year. Try to include and work on the aspects of the situation you didn't think worked out well last time using new leadership behaviors.

5. If you felt your most challenging previous experiences went very well and you're confident you can complete similar leadership roles successfully, then you're ready to select a more complex assignment this time around. Proceed through the rest of the steps for help in deciding on an activity.

6. Think of the things that would contribute to making your previous experience more challenging, such as:

   * Working with a larger group
   * Working with a group with more differences among the members
   * Working with a group farther from your local community
   * Working on a more complicated goal that has more parts or takes more time to complete
   * Working on a goal with which you are unfamiliar
   * Working on a new topic or teaching method

7. Apply ideas in step 6 to the most challenging leadership experience you identified in step 1. What kinds of experiences would provide new challenges for you by increasing the difficulty of the previous experience? What activities could you do that fit the description?

8. Pick for your project one or more of these alternatives that provide challenges and good chance for success.

Perhaps an example will help explain how this process might work.

1. Suppose a challenging activity last year was teaching 4-H members to select and prepare vegetables for exhibit. You were asked by the horticulture project to take responsibility for this segment of one of the project meetings. You were asked to provide a "hands on" learning experience for the members.

2. It was challenging because most of the members were young and knew nothing about vegetable quality criteria or showing vegetables. There were a lot of different vegetables to consider and several things to organize so that you could involve all the members in "hands on" experiences preparing actual vegetable exhibits.

3. You felt you had succeeded because the members stayed involved through the whole workshop and demonstrated by the work in the workshop that they were learning the techniques. Your planning had all the supplies and processes figured out so that everything went smoothly. The members' exhibits at the show were done the way you had taught. Members told you the session was fun. Parents thanked you for what their kids learned.

4. Since your experience had no weak aspects you're aware of, you go on to the next step.

5. All aspects of the experince that challenged you last year went well, you're ready for a new challenge.

6. and 7. Some ways you could expand on your horticulture group teaching experience are:

   * Larger group: Teach horticulture project exhibit preparation to a larger project group in another club.
   * Group with more differences: Teach a group with members varying in age, background and experience.
   * Group farther from local community: Teach exhibit preparation at a county workshop.
   * More complicated goal: Plan and teach several topics to your club's horticulture group.
   * Less familiar goal: Organize a horticulture judging experience and coach members for the county contest.
   * New topic and method: Teach a learning experience on photo composition using models to give members "hands on" experience.

8. You choose to teach several horticulture experiences in your club and a workshop on exhibit preparation at the county workshop.

Understanding Self

Developing leadership relies heavily on inner strengths of the group leader. You and those you are helping learn leadership need to feel confident and self-assured to be effective leading others.

You need to know what is important to you because it will influence most of the decisions you'll make. Research has shown that being able to identify your values and define clearly their relative importance is essential for mental health. This section has several learning activities to help you identify values. It also includes experiences in personal goal setting, disclosing your feelings and stress management. All of the activities will help you build personal strengths and skills.

House of Mirrors
Graphics
Boo-Down
Introvert-Extrovert Characteristics
Spotlight: Me
What's Important To Me
Career Lines
Creed
Megaphone
Self-Evaluation Questionnaire
Reaching Back
Questions About You
Self-Direction
Shooting For Stars
Personal Stressers and Copers
Sanctuary

Learning Activity: **House of Mirrors**
Leadership Skill: Understanding Self
What To Do: Take a guide tour.
Focus: Group

Instruction for group leader:

Prepare your group to take this verbal guided tour. Ask participants to make themselves comfortable and close their eyes. They need to experience what is happening and be aware of their feelings. (This is best for older teens.) Gently read the following so it is meaningful:

> You will appear to go about your life as usual today. But you should know that you will actually be moving in a specially designed house of mirrors. Having been built by the Master himself, this is of course no ordinary carnival sideshow. Yet all the rules of reflection that you are familiar with will apply and will be the basis of everything you experience today.
>
> What makes this house of mirrors different from one you may have seen at a county fair or a carnival is in degree only. Here, everything about you will be reflected: your emotions, thoughts, words, behavior, as well as your bodily self-image. As in an ordinary house of mirrors, every reflection will be repeated many times everywhere you look. Yet each time you see it, it will be exaggerated in some way as if by the curves of the mirrors into which you look.
>
> In the usual house of mirrors, there is always a maze of mirrors through which you try to walk. If you become confused about what you are seeing, you may very well bump into a surface, believing it to be a space. In today's game, the Master will not do anything to trick you. The only one able to trick you is yourself. But if you remember that everything you see will be a literal reflection of some aspect of you, you will not bump into yourself.
>
> The clear sign that you have forgotten what you are looking at is that you will feel angry. If there is any question about it ask yourself if you are willing to stand by for a moment and review the rules of the game. If you feel a resistance to giving yourself this moment of rest, you have indeed become angry. Yet there is an easy way out. It involves only three rules. Apply them quickly and you will again be able to walk gently through this day.
>
> Rule 1: Do not fight yourself. This, of course, means not only accepting your behavior, your moods, your thoughts, and so forth, but also accepting everything about everyone you do not think is yourself. Remember, today you are in a house of mirrors, and to "accept" means merely to see.

Rule 2: Wait and calmly look around. To wait is to be patient, but patience does not mean endurance. Patience is the same as comfort and a free mind. "Looking around" releases the focus of your mind from whatever it has locked onto. Simply allow yourself to think what you think, see what you see, do what you do. Your attention will move easily about, and if you are consistent you will begin to feel a certain liking for everything.

Rule 3: Think gently and be content. Your mind can smile. Did you know that? Try it right now and you will see. Amusement without mockery is need. Laugh softly to yourself. Notice how everyone does the best he or she can. There is no one undeserving of a gentle pat and the light touch of your love.

By the end of the day, if you have played this game even a little while, you will know what you have won. Your gift will be one of the golden rules of happiness: acceptance does not ignore what is negative and hurtful; it responds to it with healing. A call for help does not deserve your attack. And anyone who slights you is only telling you of his bitter need. Respond with your desire to gratify and comfort him or her, not a desire for that person to fall into an even greater void.

When you recognize that what you do not like is in you because you are choosing to hold it there, you will have released yourself. No longer are you a victim of the world you see. And in your freedom lies the freedom of every living thing.

Interpreting: What did you feel during this activity? What do you think the activity was trying to teach? How could you use some of these same ideas in your life?

Learning Activity: **Graphics**[14]
Leadership Skill: Understanding Self
What To Do: Illustrate your life.
Focus: Group

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Instructions for group leader:

Below are listed several activities in which members can illustrate things about their lives with pictures. One advantage of this method is that participants often can share more quickly and straightforwardly than when talking about themselves. Be sure there is enough discussion time for each activity.

1. The Road of Life. Give participants sheets of newsprint and felt-tipped markers. Have each draw a dot on the paper to represent his or her birth, then, without lifting the marker from the paper, portray a series of important things in his or her lifetime.

2. Advertisement for Myself. Have members use collage materials (construction paper, scissors, glue, tape, newspapers and magazines), to create brochures to advertise themselves.

3. Cost of Arms. Give a brief introduction to heraldry, then have participants create coats of arms to represent themselves.

4. Comic Strip. Give group members paper and pencils. Tell them to divide the paper into twelve equal sections. In each section they should depict a significant event in which they were involved. (These may be limited to events from the members' lives.)

5. Silhouettes. Divide the group into pairs. Each member takes a turn drawing a full-sized silhouette of his or her partners on a large sheet of paper. The drawings are posted and identified. Participants then add features that they associate with the person.

6. Mural. Have a large group create a montage depicting itself. Have them use a roll of wrapping paper and cutouts from magazines. Affix the mural to a wall and have each member briefly explain his contribution.

Interpreting: What are the important parts of the activity you did? What did you learn about yourself? In what ways you share with each other? How do you think this will help you?

Learning Activity: **Boo-Down**[26]
Leadership Skill: Understanding Self
What To Do: Look at the standards we use.
Focus: Group

Leadership
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Instructions for group leader:

Prepare several Irrational Belief Cards referring to the examples at the end of this exercise. Ask the group to get into smaller groups of 6-8 and look at the cards. Give them several examples. Then have them prepare cards which relate to some of their own "irrational beliefs." If they can't think of any, they may consult other groups or use the example you provide.

Ask the groups to prepare a presentation of their card(s). The presentation should be given with intensity and feeling.

Have each group make its presentation in front of the other groups. The participants in the "audience" are instructed to be at their cynical best. As each card is read, they are to hiss, boo, laugh, jeer, make caustic comments, etc. In any and every way, they are to ridicule the belief (but not the person talking).

One at a time, have volunteers read their irrational beliefs, and have the group respond with a boo-down. Keep the process moving. Be sure that the presenters know that it is the belief, and not them, that are being ridiculed.

If anyone recognizes any of the messages, have them share the experience.

Interpreting: What traps or situations can we get ourselves into when we believe such ideas? How can we recognize irrational beliefs? What is the best way to get rid of such beliefs?

IRRATIONAL BELIEF CARDS

Other people are so strong and confident.
I am so weak.
I do dumb things -- like standing up here right now!
I can't do much on my own -- that's why I'm reading this speech!
You do things so much better than I do.
You are so good at everything.
I need you to take care of me . . . Please!

If I didn't have such a crummy past,
I would amount to a whole lot more these days.
My parents gave me a bad start
and life just hasn't given me much of a chance!

If I don't do what others want, they won't like me.
If I refuse, they will be angry.
I owe it to others to do what they want.
So I always say "yes" to keep them happy!

Some of the mean, ugly people in my life cause me a lot of grief.
Usually when I am unhappy, it's really somebody else's fault!
If only I could get rid of those people I'd be a whole lot better off.

If I don't reach all of the goals I set for myself,
I'm not worth much as a person!

I'd be happier if I didn't have to worry so much.
I am nervous about all kinds of problems.
These problems keep me from being happy.
Unless I get rid of them, I'll always be a basket case!
And I'll never be happy!

It is terribly important to me that everyone should like me -- all of the time!
And that everyone is always satisfied with everything I do.
I need everyone to love me and approve of me all the time.
I hope you like what I've just said -- because I want all of you to be pleased with me, too!

Every problem has one right solution -- all other solutions are wrong.
No matter what the problem, I can figure out how to solve it perfectly.
Give me time and I'll find the right answer.

Learning Activity: **Introvert-Extrovert Characteristics**[3]
Leadership Skill: Understanding Self
What To Do: Complete the survey.
Focus: Individual

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Do this activity with a helper:

Complete the checklist of characteristics below. Then decide if your own personality is more introvert, extrovert or ambivert (having characteristics of both).

Introvert

___ Quite and retiring.
___ Prefer to be alone or with a few friends.
___ Accept daily life with seriousness.
___ Keep feelings under control.
___ Not in favor of crude jokes.
___ Prefer thought to action.
___ Accept society's customs without question.
___ Not likely to expose true feelings to others.
___ Spend much time thinking and imagining.
___ Need a lot of praise.
___ Prefer more traditional works of art.
___ Reserved and distant except with friends.
___ Seldom lose temper.
___ Enjoy complex, irregular rhyming poems.

Extrovert

___ Like parties.
___ Social and like a lot of friends.
___ Prefer being with people.
___ Like to take chances.
___ Crave excitement.
___ Impulsive and fond of practical jokes.
___ Prefer to keep moving.
___ Lose temper quickly.
___ Change jobs frequently.
___ Carefree and optimistic.
___ Prefer action to thought.
___ Accident prone.
___ Enjoy simple poems with regular rhyme scheme.

I have checked _____ introvert characteristics.
I have checked _____ extrovert characteristics.
I am mostly an ____________________.

Interpreting: What did you learn about yourself? As you think of your friends, how would you characterize them? How would you define the words "introvert" and "extrovert?" In what situations could you act differently, yet still feel good about yourself?

Learning Activity: **Spotlight: Me**[5]
Leadership Skill: Understanding Self
What To Do: Explain the poem.
Focus: Group

Instructions for group leader:

Read the poem below several times to participants. Have them write down some notes about their thoughts and feelings, and then discuss them.

ME

As long as I live
I shall always be
My Self -- and no other,
Just me.
Like a tree --
Willow, elder,
Aspen, thorn,
Or cypress forlorn.
Like a flower,
For its hour --
Primrose, or pink,
Or a violet --
Sunned by the sun,
And with dewdrops wet.
Always just me.

Walter de la Mare

Interpreting: What did the poem mean to you? Can you compare yourself to any of the images in the poem (tree, flower, etc.)? What other things can you compare yourself to?

Learning Activity: **What's Important To Me**[21]
Leadership Skill: Understanding Self - values
What To Do: Think about your priorities.
Focus: Group

Instruction for group leader:

Ask each member of the group to list the 12 most important things in his or her life. These may be people, things, or ideas.

Give the group members just five minutes to write their lists. The time is limited so the responses will be spontaneous, and therefore as authentic as possible.

After five minutes, tell group members they have one minute to examine their lists and cross out the three items with the lowest priority. Then give them another minute to cross off another three items of the lowest priority.

Repeat this step again, crossing off another three items within one minute, leaving three items on the list.

Tell the participants to take a few minutes to think about their lifestyle, school work and recreational interests. Ask them to consider how their lifestyles fit with what they have just listed to be their highest priorities.

Discourage any discussion until five minutes have been devoted to personal review. Then go around the room and ask anyone who wishes to, to share his or her highest priorities. Discuss how they differ or are similar. Ask participants who wish to tell what they have discovered about consistency of their values with their lifestyles.

Interpreting: Do you think of what's important to you? Are you more involved in superficial things than in what really counts? Can your work in this group or the training you are receiving be better geared to your values? How do you or this group need to change to make more productive use of your time and talents?

Learning Activity: **Career Lines**[24]
Leadership Skill: Understanding Self - values
What To Do: Think about career choices.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with a helper:

Draw a line across the top of a piece of paper. Mark one end birth and the other end with your present age. Place an x along the line for each time you changed your ideas about your career plans. Write the career(s) you thought you'd like above each x and write your approximate age below each x.

Now write a story about why you changed your ideas each time. What were the jobs before and after each change? What did you think of the jobs at the time? How do you feel about having made those changes now?

If you have wanted just one career your whole life, write about why you decided on it and why you have't changed your mind.

Interpreting: What changes have occurred in your ideas about a career? In what ways are the jobs alike or different? What do you think will happen to your career choices in the next several years?

Learning Activity: **Creed**[26]
Leadership Skill: Understand Self - values
What To Do: Identify important things.
Focus: Group

Instructions for group leader:

Read the following points to the members of the group, then have them follow the directions below.

- Every person holds a unique set of personal beliefs — no two people believe exactly the same things.
- Creeds are statements by a group of people about the beliefs they hold in common.
- Creeds are official public affirmations or statements that each member of the group is supposed to adhere to.
- Over the history of organized religion, many conferences have conversed and spent countless days trying to agree on statements that exactly expressed their shared beliefs. Sometimes no consensus was reached and church groups split apart or even fought wars over their differences.

Each participant will now individually examine his or her beliefs about life and growth. Read the following phrases one at a time and ask participants to complete each one in their own words. You may need to repeat the phrases and their meanings several times. (10 minutes)

- I believe life is...
- A person who is growing...
- You regain and maintain full use by...
- When you're not growing you're...
- Growth includes all aspects of life, such as...

Then have all participants independently look over their answers and write a summary paragraph that expresses their beliefs about life and growth.

Ask participants to discuss their paragraphs in small groups. Have them determine if there are any universal creeds that they hold in common. Groups may share their creeds with the whole group.

Interpreting: What difficulties did you have identifying your beliefs? Which sentence completions were similar to one another? What beliefs did you have in common with others? How are your beliefs evident in your everyday activities?

Learning Activity: **Megaphone**[26]
Leadership Skill: Understanding Self - values
What To Do: Think about your good points.
Focus: Group

Instructions for group leader:

Ask the participants to think of two personal qualities that they feel good about.

Tell everyone to choose one of the qualities and practice affirming it by whispering three times, as if to an imaginary friend, "I am ________________." Have the participants do this at the same time on your signal.

Next, ask them to repeat their great personal quality, saying it three times softly, as if to a very good friend. Again, have them speak together when you give the signal.

Then suggest that, at the signal, participants affirm their qualities three times in a conversational tone, as if to someone on a bus.

After that, ask them to raise their voices, as if talking to an uncle who can't hear well, and state the quality three times again.

Next, direct the participants to shout out load, as if to someone upstairs.

Finally, ask everyone to shout even louder, as if to someone upstairs with a stereo on. (This is where the megaphone comes in!)

Repeat the same steps with the other quality the participants chose. You will need to keep the pace moving quite rapidly.

Interpreting: What changes did you feel between the beginning and end of the activity? In what ways did this help you feel better about yourself? What effect does repetition have on your comfort in talking about yourself? How else could we help people feel good about themselves?

Learning Activity: **Self-Evaluation Questionnaire**[3]
Leadership Skill: Understanding Self - disclosure
What To Do: Evaluate yourself.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with a helper:

Have you ever wondered what kind of person you really are? Have you ever wished that your personality could be measured as easily as your shoes or your knowledge of history? The questionnaire below is designed to help you appraise yourself. Of course, no questionnaire can accurately measure personality, but the questions will give you a good general idea about some aspects of yourself.

Answer thoughtfully and fairly. Be neither too modest nor too confident about your good points. Do not answer "yes" or "no," but apply the rating scale below to indicate the degree to which you think you possess certain characteristics.

3 - Strong (excellent)
2 - Average (about like most other people)
1 - Weak (danger zone)
0 - Very Poor (in fact, a total loss)

Your score is for your own use, or to share with your helper if you wish.

_____ 1. Do you find it easy to like nearly everybody?
_____ 2. Do you finish what you start?
_____ 3. Can you keep your temper and give away your smile?
_____ 4. Can you force yourself to be pleasant to others, even when you are all out of sorts inside?
_____ 5. Are you as good a friend to others as you expect them to be to you?
_____ 6. Are you satisfied with your table manners?
_____ 7. Can you disagree with someone without being disagreeable?
_____ 8. Can you express appreciation for gifts and favors in a gracious and easy manner?
_____ 9. Can you take a dose of good-natured teasing as well as you give it?
_____ 10. Can you be a leader without being boss?
_____ 11. Can you be alone without being blue or sad?
_____ 12. Are you neat in appearance and well-groomed?
_____ 13. Is it easy for you to admit that you have made a mistake?
_____ 14. Are you a good listener?
_____ 15. Can you take praise, popularity or good fortune without having it go to your head?
_____ 16. Are you neat and orderly in your own room?
_____ 17. Do you keep your promises?
_____ 18. Do you introduce people easily and correctly?
_____ 19. Are you tactful and really considerate of the feelings of others?
_____ 20. Are you a good sport, both when you are winning and when you are losing?
_____ 21. When you borrow things, do you take good care of them and return them promptly?

_____ 22. Do you avoid feeling sorry for yourself when things go wrong?
_____ 23. Can you think for yourself, rather than be easily influenced?
_____ 24. Can you work well with others, even those whom you dislike?
_____ 25. Do you respect the opinions and wishes of your parents?
_____ 26. When you are in a group, do you include everyone in your conservation rather than concentrate on one or two?
_____ 27. Do you have a good sense of humor, the kind that makes you enjoy a joke even when it is on you?
_____ 28. Can you speak before a group without embarrassment?
_____ 29. Are you happy and free of envy when a friend or acquaintance has a stroke of good luck?
_____ 30. Have you a right to be proud of your posture?
_____ 31. Do you try as hard to make a hit with your family as you do with your friends?
_____ 32. Are you as willing to listen to advice as you are to give it?
_____ 33. Can you adapt yourself easily to those who are younger or older than you or whose opinions or backgrounds are very different from yours?
_____ 34. Are you a good conversationalist?
_____ 35. Do you find it easy to make new friends?
_____ 36. Do you keep the same friends for several years?
_____ 37. Is your speech fairly good?
_____ 38. Do you actively help new students feel "at home?"
_____ 39. Can you take criticism without resenting it?
_____ 40. Are you at ease with the opposite sex?

Interpreting: Which of these do you feel good about? How do you think you can work on the weak or poor areas? How do you think others see your characteristics?

Learning Activity: **Reaching Back**[4]
Leadership Skill: Understanding Self - disclosure
What To Do: Think about a teacher.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have each group member recall the one teacher in his or her life who had the most significant impact -- either positive or negative. Ask them to describe the effect this teach had.

Interpreting: What made you choose this teacher? What feelings do you have when you think about him or her? What knowledge or emotions do you still carry today from this teacher?

Learning Activity: **Questions About You**[24]
Leadership Skill: Understanding Self - disclosure
What To Do: Share about influences on you.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Select several of the questions listed below and make copies for the group. Ask each member to review the questions and allow time for them to think about them in relation to their lives. Read each question aloud and have each member share his or her experience.

Sample Questions

1. How many different places have you lived in your life? Tell when, where and why you moved.
2. What kinds of transportation have you used during your life?
3. How did you celebrate your last five birthdays?
4. What organizations have you been a member of?
5. What kinds of furniture have you lived with?
6. What have you done during your summers? List as many as you can remember.
7. What collections have you made during your life?
8. What have been your favorite songs?
9. Recall any serious accidents or illnesses you have had.
10. What churches or temples you have attended?
11. Recall all the Christmas presents you have given your mother in the last five to ten years.
12. Recall all the ceremonies you have taken part in.
13. Recall the last ten times you have cried. What was each about?
14. Recall all the pets you have ever had.

Interpreting: How did you feel when you answered the questions? What things made you feel happy? Sad? In what ways did you help others feel good? How similar were your experiences to those of others? How do you think your experiences have influenced you?

Learning Activity: **Self-Direction**[4]
Leadership Skill: Understanding Self -
goals
What To Do: Make a personal plan.
Focus: Individual

Do this activity with a helper:

When you plan to accomplish something you should do it in several steps. Think about some aspect of yourself that you want to improve. Read the following directions and use a separate sheet of paper to work on your improvement.

1. Select your goals. What do you want for yourself? How do you want to be different.

2. Translate your goals into things to do -- that is, the things you need to change or get in order to reach your goal. What specific behavior would you like to increase? What behavior do you want to decrease? How might you reach your goal?

3. Be aware of what you do by thinking about what you're doing. Keep a record of what you do. You might carry in your pocket a small notebook to keep track of the activities and feelings that you want to change.

4. Develop a contract with yourself. After you've improved your awareness of a particular pattern, you can plan a change. This involves making a working agreement with yourself or another person, and then actually doing things to change. These two steps make up the action phase of the program.

5. Arrange to get information from others. If you want to know how well you're doing at changing your behavior, it's important to get feedback from others and think about it. Is your changed behavior working?

6. Change your plan of action as needed. The more you learn about yourself and others, the more you can plan to change.

Interpreting: What did you try to include in your goals? How did this method of working help you change? How does talking with others help you understand yourself?

Learning Activity: **Shooting For Stars**[11]
Leadership Skill: Understanding Self - goals
What To Do: Explain the quotations.
Focus: Group

Instructions for group leader:

Ask members to bring in inspirational quotations or sayings and write them on slips of paper. Have groups of two draw one and develop a short explanation for the group of why the quotation is important or what it means. Some examples are:

- Every hardship has the seed of an equal or greater benefit.
- Greatness comes to those who develop a burning desire to achieve high goals.
- Success is achieved and maintained by those who try and keep on trying with a positive mental attitude.
- To become an expert at anything, it takes practice...practice...practice.
- My path is to improve the present movement.
- Where there is an open mind, there will always be a frontier.
- Anything in life worth having is worth working for!

Have the small groups share with one another.

Interpreting: What common threads can be found in many of these sayings? For what situations are these sayings best suited? Which of these sayings most apply to yourself?

Learning Activity: **Personal Stressors And Copers**[26]
Leadership Skill: Understanding Self - stress management
What To Do: Identify stressors.
Focus: Group

Instruction for group leader:

Ask members to list their current stresses -- all the big and little things that nag, worry, upset or drain them in their life right now -- all the situations in and out of school that are currently stressful. (2-3 minutes)

Have members pair up with one of their neighbors and share their lists. After two minutes, ask each pair to choose one stressor they have in common and one that is unique to each partner -- a total of three between the two of them.

Invite each pair to share their chosen common and unique stressors with the group at large. Write down all of the stressors on the blackboard or newsprint.

Ask members to shift their attention from the problem to the solution. Ask them to individually make a second list, this time writing down their favorite coping techniques. Participants are to note the typical ways they deal with stress. (2-3 minutes)

Next, have members pair up with a different neighbor and compare notes on coping. After two minutes ask them to choose one skill they have in common and one unique to each partner, for total of three.

Reconvene the group and talk about the gold mine of coping resources represented by all the individuals in the room. Ask for volunteers to share the skills they had in common with their partners and write them down on the blackboard.

After several examples have been given, ask all participants to share in turn one of their unique coping skills. They only trick is that each person must name a skill that has not been previously mentioned. As the coping strategies are identified, write them on the board and comment on the richness and variety of skills suggested by the "coping experts" in the room.

Interpreting: What surprised you about the stresses people face? What coping skills did you have in common with others? How do you think you could use this information in your life?

Learning Activity: **Sanctuary**[27]
Leadership Skill: Understanding Self - stress management
What To Do: Practice relaxations
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

This activity demonstrates the use of imaginary "sanctuary," or brief get-away from daily stresses. The process may be used as a tool for relaxing or taking a short break. It may take 15-20 minutes and be repeated throughout the year.

Ask participants to find a comfortable posture (arms and legs uncrossed) reclining in a chair or on the floor. Have them close their eyes as you gently give a series of basic relaxation suggestions (slow, deep breathing; centering techniques; calming phrases; etc.) You may say the following phrases: "As you close your eyes concentrate on your breathing, in ... out, in ... out. Breathe fully and deeply."

Once participants begin to shift their focus of awareness inside, ask them to picture in their minds a large movie screen, noting the top, bottom, sides and texture of the screen. Briefly define "sanctuary" as a special personal place where they can travel for a brief retreat; a place to relax, to enjoy leisure and learn how to take time out from everything that crowds life.

Then ask participants to focus on their movie screen and wait for such a personal sanctuary to appear. The place that begins to take shape on the screen in each participant's mind may be a real or mythical setting. It may be out in nature or inside a building from ages ago.

Suggest that participants allow the image to form and not try to focus it in any way. As the scene becomes clearer for participants, suggest that they "step into" the scene. Once inside the scene they may pay attention with great curiosity and detail to the qualities of the place: gentle sounds, peaceful silence, fragrances, breezes, textures, colors, shapes.

Participants are to explore their sanctuary space with all of their senses until it becomes vivid and complete, enjoying the calm and quiet. (You may remain quiet during this time.)

When the time allotted to this exercise is almost over, quietly suggest that since participants now know the way to this special place, they may return anytime they wish. Participants are then asked to temporarily say good-bye to their sanctuary and return to the room.

Ask for observations and comments from the group. If no one raises the issue, ask about sensory phenomena that accompanied the experience, such as tingling of the extremities, lifting sensations, time distortion, etc. Point out that these sensations are evidence of how deeply participants allowed themselves to relax.

Interpreting: How hard was it to visualize the screen? Describe the screen. What image did you have on your screen? What did you experience? What else did you sense during the experience? How will this help you to relax in the future?

Communicating

Most people think of speaking before groups as an important leadership role. You've learned already that there are many other communication skills that are just as important in leading groups.

The best leaders are excellent listeners, careful observers of non-verbal communication, skilled conversing informally in small groups and on the telephone, able to obtain feedback from others and skilled at writing. Learning activities in communicating will help you further expand these skills.

Helping or Hindering
Defining New Words
Hear Those Words
Listen And Tell
Not Listening
Experience in Listening
Phone Tone
Practice in Saying "No"
"I" Messages
Getting Feedback
Sound of Feelings
Hidden Feelings
Written Conservation
Statue Building
Silence
Four Little Words

Learning Activity: **Helping Or Hindering**[22]
Leadership Skill: Communicating
What To Do: Categorize communication characteristics.
Focus: Group

Instructions for group leader:

On a blackboard or sheet of newsprint, have the participants classify the personal characteristics listed below into two columns -- one for qualities that promote communication, and one for qualities that inhibit it.

Encourages talk; Shows empathy; Bossy; Willing to listen;

Never listens; Indifferent; Gloomy; Skeptical;

Understanding; Interested in what others say;

Makes others feel good about themselves; Overly sympathetic;

Makes others feel guilty; Gives in all the time; Cheerful;

Explains reasons for doing things; Self-punishing;

Optimistic; Sarcastic; Domineering

Interpreting: How did you decide which category to place each characteristic in? What other qualities would you add to each column, based on your personal experience? Explain how using some of the helpful characteristics could solve a communication problem.

Learning Activity: **Defining New Words**[1]
Leadership Skill: Communicating
What To Do: Redefine words.
Focus: Group

Instructions for group leader:

Explain to the group that counselors and teachers say there are three important qualities that help improve communication:

*Genuineness
*Non-possessive love
*Empathy

They define genuineness as being honest and open about one's feelings, needs, and ideas. Non-possessive love involves accepting, respecting, and supporting another person in an open way, not "my" way. Empathy refers to the ability to understand another person from his or her own perspective.

Divide the participants into smaller groups and discuss what the three qualities of good communication means. Each group may show other groups through a 2-3 minutes skit, a poster, a song, or a poem what they think the qualities mean or how they're used to help others.

Interpreting: How difficult was it for the leader to describe the activity to the group? What words did he or she use that the groups used again in their presentations? What ideas did the groups come up with that surprised you? Explain why you agree or don't agree that these are important qualities in working with people. What can you work on to improve yourself as a communicator?

Learning Activity: **Hear Those Words**[8]
Leadership Skill: Communicating - listening
What To Do: Practice listening.
Focus: Group

Instructions for group leader:

Often we say we are listening, but when pressed to repeat information, we are unable to do so. Intensive listening, or trying to remember a majority of what is said, is a learned skill. The following exercise provides an opportunity to listen for details.

Give each person in the group a piece of paper and marker or pencil. Read the following statements and questions, and have members write down answers. Don't give the answers until you have read all the questions.

1. Sandy was going to the zoo. She wanted to see the tigers, giraffes, bears and elephants. She got to see the giraffes, monkeys, elephants, and tigers. Which animals didn't she get to see? (Answer: Bears)

2. Listen carefully to these words: try, fry, cry, dry, and pry. What was the third word? (Answer: cry)

3. Listen carefully to these names: Bill, Steve, Todd, Doug, Michael. Which name begins with T? (Answer: Todd)

4. Frank went to his friend's house at 528 Seventh Street. They went swimming and had milk and cookies. What was the address of the house on Seventh Street? Was it 852, 528, or 285? (Answer: 528)

5. Jane went to the grocery store for her mother. She bought two cans of corn, four cans of peaches and three cans of carrots. How many cans of corn did she buy? (Answer: two)

6. Steve was on the telephone committee of his club. He was asked to call Betty, June, Don, Sharla and Tom to tell them about the meeting. He ran out of time and did not call the last two people on the list. Who did not find out about the meeting? (Answer: Sharla and Tom)

Give correct answers and see who was the best listener.

Interpreting: What portion of the group was able to answer all the questions correctly? What causes most of us not to know the answers? Were questions with number answers more difficult for some group members than others? What other types of information seemed harder or easier to absorb than others? What could we do to listen better?

Learning Activity: **Listen And Tell**[8]
Leadership Skill: Communicating - listening
What To Do: Listen and repeat message.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Tell the group that they will be listening to an announcement that will be made shortly. They will want to tell others the information later on. Members will want to hear the words and think about their meaning. Here are some things to try to do while listening and thinking about what is being heard.

1. Pay attention. This means sitting up, looking at the person talking, trying to think only about what he or she is saying and not interrupting.

2. Don't stop listening because you think you have figured out what the speaker is going to say next. Keep listening.

Ask the group members to form pairs. Give one member of each pair the following announcement to read to his or her partner.

> "The 4-H Federation is sponsoring a fun afternoon and evening of skating, pizza and a hockey game on Saturday, March 9, starting at the Riverside County Extension Office. Bring your friends and plan for a good time. Families of 4-H members are invited."

Then have the other member of the pair repeat the announcement to a partner as accurately as possible. The first member should keep a tally of the number of details which were correctly remembered.

Have several more announcements prepared for members to give, or have them write their own. Remind them to include who, what, when, and where in their announcements. Repeat the activity with the new announcements. Have them try to improve their accuracy at recalling details.

Interpreting: What got in the way of really listening? What did group members begin to realize about their listening skills? How much did practice improve their skills? How did the wording of the announcement affect the communication that took place? What can you do to improve the announcements you make?

Learning Activity: **Not Listening**[14]
Leadership Skill: Communicating - listening
What To Do: Experience non-attentiveness.
Focus: Group

Instructions for group leader:

Read the following paragraph to the group:

> When we center our thoughts on ourselves or the business going on in our minds, we are not very attentive to others. As we complete this activity, pay attention to your feelings, and the feelings communicated by those around you.

Divide the participants into groups of four or five people. Each person in turn should take two minutes to discuss with the group his ideas about a topic (the club, a current issue, etc.) that is important to him or her. But, as the talker shares ideas, the other group members should think about the unfinished business in their lives incomplete assignments, work that needs to be done, things to discuss with the family, etc. They should try to decide what they're going to do about their own situations.

Tell group members not to be rude. They should respond to the speaker politely every so often giving the appearance of paying close attention. But they should keep their minds on their personal concerns, not the speaker's remarks.

After each small group completes the speaking part, instruct the members to spend some time sharing the feelings experienced when talking or being listened to by the others. Also discuss how group members felt as they thought about problems instead of listening to the speaker.

For five minutes, conduct small group discussions in which each member of the group shares a communication problem he or she hopes to solve. Examples might be talking with parents, saying "no" to a close friend, saying "thank you." Each should try to be as sincere and open with feelings as possible. But as members talk, they should try to keep the discussion focused on their own personal problems. Every time someone shares an idea or experience of his or her own, every other member should try to turn it around to relate to his or her situation. Instruct the person talking not to get sidetracked by others' comments. Each group member's task is to tell the others about his or her communication problem.

Next, take a few minutes to talk about how members felt during the conversation when they were ignored and when they ignored others.

Interpreting: How did members of the group feel during these exercises? What nonverbal cues did you see that showed how somebody felt? What differences were there between the speakers and the group members as the speakers shared their concerns? What conclusions can you draw from these experiences?

Learning Activity: **Experience In Listening**[14]
Leadership Skill: Communicating - listening
What To Do: Follow instructions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Read the following paragraph to the group:

Often we do not listen carefully. This activity will test your ability to listen and carry out instructions. I am going to ask you to draw something on a sheet of paper. Listen carefully and try to do exactly as I tell you. None of the instructions will be repeated. I will give them only once. I will go fairly fast, so you will not be able to look at your neighbor's paper. Concentrate on listening to me and doing exactly as I request.

a. Place a sheet of paper before you as you would for writing a letter.
b. Draw a line across the top of the paper parallel to the top and about one inch from the top.
c. Draw a second line across the top of the page parallel to the first line and about 1/2 inch below the first line.
d. Draw a third line the length of the page parallel to the left side of the page and about one inch from the left side.
e. Draw a fourth line parallel to the third line and about a half-inch to the right of the third line.
f. In the small upper left-hand space, write the word "united."
g. In the larger upper right-hand space, write the word "states."
h. In the small square, print a lower-case "d" upside down.
i. Fold the paper three times and sign your name.
j. Exchange your paper with a neighbor.
k. Open the paper now in your possession. If you think the paper you have in your hand is correct, raise your hand.

Move around to briefly review the sheets. Usually, about 10% to 15% of the papers in any group are completely correct. Comment on those that are accurate and ask for reasons that some errors could have been made.

Communicating accurately is very difficult.

Interpreting: In how many ways did members respond? Why was there such a wide variety of results? What other conclusions could be drawn from this exercise? What failures of communication seemed to have caused the poor results? What do group members think they should do to improve their listening skills?

Learning Activity: **Phone Tone**[9]
Leadership Skill: Communicating - verbal
What To Do: Improve telephone skills.
Focus: Group

Instructions for group leader:

Lead a group discussion on the topic of good telephone habits. Start the discussion by talking about the points listed below. Then ask members to demonstrate telephone skills by role-playing. Use toy phones or just pretend.

You may use some of the following situations for role play:

1. Call a friend for a chat.
2. Take a phone message for mother.
3. Call to remind a member of the 4-H club meeting.
4. Call to request information from the library or the Cooperative Extension Service.

WHEN ANSWERING A CALL:

1. Answer promptly with a smile.
2. Identify self or residence -- "Hello, this is John Thomas," or "Thomas residence, this is John."
3. If the call is for another member of the family, put the telephone receiver down gently and notify the person called that he is wanted on the telephone. Don't shout for someone over the noise of a television or radio. Volume may need to be lowered on the radio or television.
4. Phone calls for a family member who is not home should be handled by an offer to take a message. A good message includes:
    - Name of the family member who was called.
    - Name and number of the person who called -- spell it correctly.
    - Any special information.
5. To end a conversation, say good-bye and hang up the telephone gently and securely.

WHEN PLACING A CALL:

1. Be sure of the number. If you accidently reach a wrong number, apologize for causing an inconvenience and hang up.
2. Plan your call in advance. Know who you want to reach. Know what you want to say. Know what you want to accomplish.
3. Time your call for when your party is most likely to be available.
4. Identify yourself as soon as the phone is answered. "This is John Thomas, I'm calling for Don."
5. End the telephone conversation with a polite good-bye. Hang up gently, but firmly.

Interpreting: What skills have you improved in using the telephone? What ideas are the most important about using the phone? How can you use this information at home?

Learning Activity: **Practice In Saying "No"**[12]
Leadership Skill: Communicating - verbal
What To Do: Say "no" to requests.
Focus: Group

Instructions for group leader:

Ask participants to sit in circles of six people. You will need an even number of groups because groups will work in twos. Indicate which groups will be paired together. If there is an odd number of groups, distribute the members of one group among the other groups. (Having five or seven people in a group is all right.)

Introduce the exercise with the following comments, and then reveal the goals of the exercise:

> People often feel pressured and complain about their lack of time to get everything done. Often, they blame this on not being able to say "no" to requests from others, which increases the demands on their time.
>
> In this session we are going to learn how to say "no" without losing friends or feeling guilty.

Instruct the participants to do the following. Write an example on a piece of newsprint or a flip chart.

> On a sheet of paper, write "From:" and your name. Then write "To:" and the name of a person in the other group. Using this form, prepare a similar request addressed to each person in the other group.
>
> Now, each person's task is to write a request to each member of the other group. Members can discuss requests among their group, or keep them private. Allow six minutes for the task. Requests should be both realistic and original. Here are some examples:
>
> -- I would like to talk with you about a problem I have at school that I think you can help me with.
>
> -- I would like to play baseball with you this weekend.
>
> -- Will you go for a walk with me when this meeting is done?

When the requests have been written, instruct the participants as follows:

> In a moment I am going to ask you to stand up and mingle with the other group. Engage each member in a brief conversation expressing your request, and then hand the written request to the person for future reference. As people make requests of you, do not accept any of them at the time. Respond with some delaying comment, such as "That might be interesting" or "I will have to let you know." You have 15 minutes to complete all your conversations.

After 15 minutes, tell the participants to return to their own groups. Provide each of the groups with a marker and flip chart paper and assign the following tasks by reading the following:

> Discuss among yourselves different ways to say "no," and make a list of them. There are ways that are blunt, or soft, or a postponement; ways that show consideration or do not. Some ways give hope while some give none. Write actual words and phrases that might be used.

After six or eight minutes, give the following instructions:

> Now, individually plan how you will say "no" to each of the requests you received. Write notes on the request forms, so that you will not forget, and vary the methods you choose to use. The ground rule is that you must say "no" to each of the requests.
>
> When you are ready, mingle, engage in brief conservation as before, and say "no" according to your commitment. You have fifteen minutes to complete your conversations.

Ask the paired groups to meet together to discuss the experience. Allow about ten minutes for the group to process the experience and then ask for some reports for general sharing.

From the point of view of the receiver, what types of "no" responses were the easiest to accept?

From the point of view of the one saying "no," which ways worked the best?

Interpreting: How did this experience help you prepare to say "no" on future occasions?

Learning Activity: **"I" Messages**[10]
Leadership Skill: Communicating - verbal
What To Do: Practice expressing feelings.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Read the following material to the group. You may want to illustrate the "I" message steps on newsprint or a blackboard.

"I" messages promote positive communication. They are useful in relating to and accepting other people. With an "I" message, feelings are stated from the speaker's point of view. The first step in using "I" messages is to become aware of your feelings in a particular situation.

When you express a feeling with an "I" message, you do not tell others to change their behavior. Instead, you explain how you feel about the behavior, and leave the responsibility for doing something about it on the other person.

"I" messages are most effective when both people involved are sensitive to each other's feelings and are able to listen well to each other. "I" messages are not intended to perform communication miracles, but they can lead to more positive and effective communication.

These are the three parts to an "I" message:

(1) Says what the situation is.
(2) Express the first thing "I" feel as a result of the situation.
(3) Express that feeling frankly, but in a positive way.

Example of an "I" message:

(1) When my radio is not where it belongs after by brother used it
(2) I feel irritated
(3) and I tell him that I like to have my radio replaced when someone uses it.

In some situations, a person's irritation can easily turn to anger, especially if the behavior continues. The main idea of "I" messages is to make the person aware of the behavior without putting the feeling in the wrong place, on him or her.

Have your group practice writing "I" messages and then role-play some situations. Be sure the members are owning the behavior.

Interpreting: What are the positives about using this communication technique? How can you better share feelings in this way? In what situations are "I" messages most appropriate?

Learning Activity: **Getting Feedback**[4]
Leadership Skill: Communicating - verbal
What To Do: Practice getting and giving.
Focus: Group

Instructions for group leader:

This exercise will demonstrate why feedback is important to help others communicate and listen accurately. First find a volunteer who will try to communicate with the others without the use of feedback or non-verbal signals.

Pass out blank sheets of paper to the group and explain the following task: The volunteer will give the group directions to copy a simple drawing. The volunteer has as much time as he or she needs to communicate the directions for making the drawing, using only verbal directions. Give the volunteer a copy of Figure 1. He or she is seated away from the group and may not use his or her hands for directions. The group is instructed to ask no questions and to make no comments.

As the volunteer directs the drawing of Figure 1, be aware of the reactions of the group members as well as those of the volunteer. Also note the length of time it takes to complete the drawings.

Have each member indicate on their sheets whether they think they have made an accurate drawing. Then ask the volunteer if he or she has communicated the information accurately.

Ask for a second volunteer to direct the drawing of Figure 2. This time the volunteer will be allowed to receive feedback and use non-verbal information (body language). Then pass out a second sheet of blank paper to each person in the group.

Provide Figure 2 to a second volunteer and give the following directions to everyone:

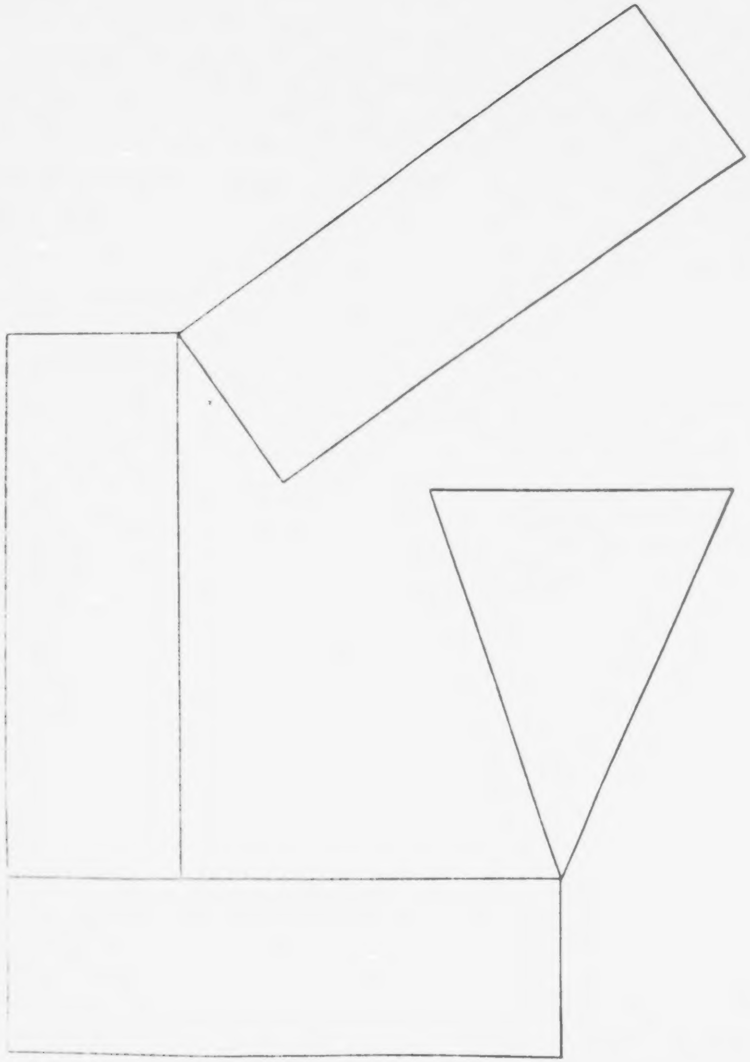
> The volunteer will direct the group in drawing Figure 2. He or she faces the group this time and is allowed as much time as necessary to give thorough directions. The volunteer is also permitted to use any non-verbals needed. Anyone from the group can ask anything they wish to help them complete the drawing.

Again observe the group and the volunteers and note how much time it takes to complete the drawing. After the group finishes, show the two figures and on newsprint keep score of how many people copies Figures 1 and 2 accurately.

Interpreting: How did the volunteers feel during the exercise? How much time did each part take to complete? What was the difference in accuracy between Figure 1 and Figure 2? How can this experience be related to other communication situations? What can be done about it?

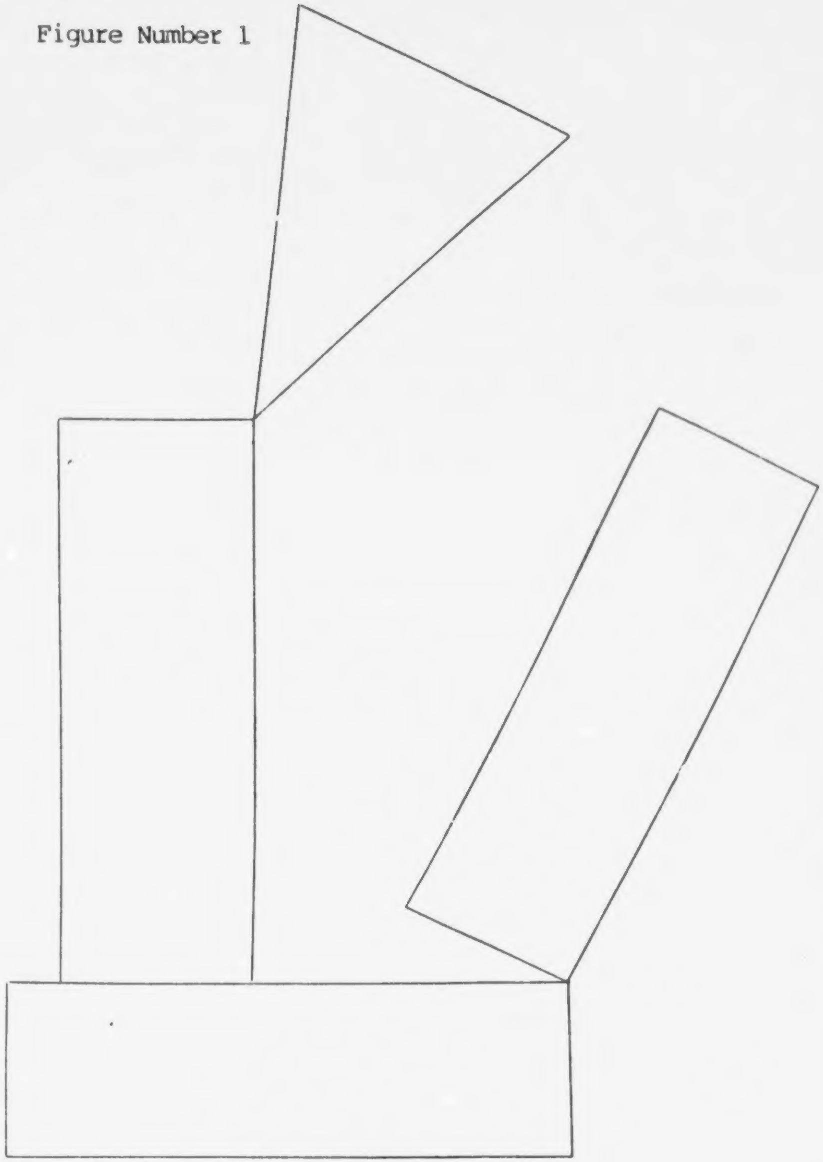
FEEDBACK

Figure Number 2



FEEDBACK

Figure Number 1



Learning Activity: **Sounds Of Feelings**[6]
Leadership Skill: Communicating - verbal
non-verbal
What To Do: Organize skit night.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Help your group organize a talent show in which performers express feelings with music, body language or speech. You may want to plan awards for those who participate. Use children, adults, or both.

Interpreting: How did each group go about selecting their talent entry? Were others able to understand the feelings expressed without many questions? What communication skills did you use to get the others to participate and to organize them for the performance?

Learning Activity: **Hidden Feelings**[21]
Leadership Skill: Communicating - non-verbal
What To Do: Show feeling nonverbally.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Prepare at least eight slips of paper, each describing a way that a participant might feel about the group or its activities. It can be a personal condition or opinion that affects participation in the group. Examples of such feelings might be:

--You are eager to get the meeting over. You need to be someplace else now.
--The topic is dull. You're not interested at all.
--You are afraid they are going to ask you to do something you don't want to do.
--You are highly excited and interested in what the group is doing.
--You are worried about a big test you have tomorrow.
--You're mad at the chairman.
--You're just very tired.
--You don't feel well.
--You feel no one even knows you're at the meeting.
--You wish you were someplace else.
--You have something very important to say.

Members can often show through behavior alone how they feel about other group members or the meeting itself. In this exercise talk about a topic of interest to the group, but ask one person to participate using the behavior listed on one of the slips of paper. Although this person may be involved in the discussion, he or she should not ever refer to the "hidden agenda" written on the paper. He or she should portray that through behavior alone.

A volunteer will draw one slip and try to demonstrate the behavior as the group carries on a discussion. After he or she has communicated the behavior several times, the group will stop and try to guess what the behavior was communicating.

Ask for a volunteer to draw another of the slips. Start the group discussing something another lively subject. When the member with the slip has given several non-verbal cues, stop the discussion and let the group guess what the behavior represented this time. The member can reveal what attitude he or she drew after a short discussion. Continue having group members draw slips as long as it seems helpful. Be sure not to go too long. Discuss how people use non-verbal cues to communicate feelings.

Interpreting: Were all members participating in the discussion? Who spoke to whom? Who agreed with others? How did the group react to those non-verbal cues that indicated non-interest? How well were the group members able to determine what the cues were? What other ideas do you have about ways this exercise could be made valuable for group members? If you observe similar behaviors in a group, what could you do to help the group work better?

Learning Activity: **Written Conversation**
Leadership Skill: Communicating - writing
What To Do: Conduct written conversation.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Paper and pencil for each member are required and the room must be large enough to allow the members to meet in groups of two. Each pair needs to find a comfortable place to sit facing one another. One person is given the title of "Smiles" and the other one "Grins." Be sure each person knows his or her title.

Tell the members to start a written conversation on a sheet of paper to be passed back and forth between them.

"Smiles" writes a positive statement to "Grins" and hands it to him or her.

"Grins" responds by writing a reply and handing it back to "Smiles." This process is continued for no more than 15 minutes (watch carefully), and then stopped.

Lead a discussion by having the members share their conversations with the rest of the group.

Interpreting: Did you feel positive toward your partner? What did you learn about yourself? What did you learn about your partner? What did you learn about this method of communication? How does written communication differ from oral? What would be helpful to remember in future written communication?

Learning Activity: **Statue Building**[14]
Leadership Skill: Communicating - non-verbal
What To Do: Explore body postures.
Focus: Group

Instructions for group leader:

Tell the group that this exercise is a way of exploring how our body postures communicate feeling and meaning.

Ask group members to find partners. One partner will be a statue builder and other will be the material that the builder will use to create his or her statue. Ask the partners to decide who will play which role first.

Explain that when you call out a feeling or situation, the job of the statue builder is to move his partner into a posture that expresses it. Show them how they can move their partner's arms, legs, and heads to express the word you give them.

You can demonstrate the activity by using a volunteer to serve as material for you to build a statue expressing one of the words listed below.

Then call out one of the other situations or feelings and give the pairs time to create their statues.

Situations	Feelings	
dancing	tired	joyful
waiting	happy	grieving
being very happy	discouraged	amused
finding out you got rich quick	ignored	mocking
	tranquil	jealous
thinking	bored	giddy

When each builder has created a statue, invite group members to look around at what others have built. Statues can move their eyes, but not their bodies.

Next have the partners switch roles. Give each pair a different feeling to build a statue for. Whisper (or hand a slip of paper) to each pair telling them the feeling they are to model, so the others do not hear. Have each pair build their statue then have a group try to guess what the statue expresses.

Interpreting: What clues did you have for the feelings? How did you feel about being a builder or a statue? How accurate were the statues? What did the statues feel like? Did the feelings inside begin to feel like the ones expressed by the statue's body? What might this idea tell us about the relationship between body positions and feelings?

Learning Activity: **Silence**[19]
Leadership Skill: Communicating - non-verbal
What To Do: Share experiences in silence.
Focus: Group

Instructions for group leader:

Read the following two paragraphs to the group:

> The significance of silence varies greatly depending on what preceded it. Sometimes silence is peaceful; other times it is filled with tension, anger, fear, boredom, or sadness. Silence can also be useful for thinking, meditating, contemplating and planning.
>
> In many countries considerable time may pass before words are exchanged at group meetings. In Japan it is common for a person to shut his or her eyes and think silently for several minutes before responding to a question. In North America we tend to speak more quickly and jump in before the other person has finished his or her remarks. It is interesting to examine our own personal style for dealing with silence in communicating with others.

With a group of ten or more people, divide the participants into subgroups, A and B. If possible, the groups should be visually distinguishable from one another using armbands, colored ribbons, name tags, etc.

Ask group B to leave the room.

Tell group A to be standing when group B re-enters the room. As group B enters, group A members are to nod a greeting, find chairs and sit down without speaking.

Separately instruct group B members to re-enter the room, nod a greeting to the group A members, find chairs, and sit down without speaking.

Bring the two groups together. After three or five minutes of silence (depending upon the tolerance level of the group), ask group B to leave the room when they are ready.

Bring everybody back together again and have them discuss what they observed and how they felt.

Interpreting: How comfortable were you with the silence in the room? Were you content as you waited? What were your expectations? Why? Were you planning to say something? Why? Why not? Group B, were you ready to leave as soon as you were given the option? Who wanted to stay longer? If you were uncomfortable did you notice any phsical signs of discomfort, such as sweaty palms or fidgeting?

Learning Activity: **Four Little Words**[21]
Leadership Skill: Communicating - writing
What To Do: Practice communication by reading.
Focus: Group

Instructions for group leader:

Prepare two sheets of newsprint with the following words in the order shown:

Sheet 1.
Skyscraper--Prayer--Temple--Cathedral

Sheet 2.
Prayer--Skyscraper--Temple--Cathedral

Hold up the first sheet. Have members look at it for 30 seconds before you put it down. Next have members write down on a piece of paper the one work in the list that does not go with the others.

Now hold up the other sheet. Have members look at the sheet for 30 seconds. Ask members to write down the one word in the list that does not go with the others.

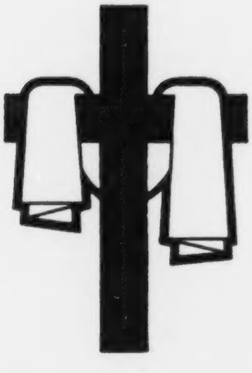
Draw a chart on newsprint as follows:

Sheet 1	Sheet 2
Prayer	
Skyscraper	
Temple	
Cathedral	

Ask for a show of hands and tally the responses of the members next to the appropriate words on sheet 1 and sheet 2. Ask members to discuss their choices.

There is almost always a difference, yet both sheets contain the same four word. Each of us has a mindset which determines what we perceive. The responses reflect whether one has a structural or a religious mindset.

Interpreting: Why do people interpret these words differently? How did members come to a conclusion? Did the order the words were listed in affect the way you interpreted them? What similarities do you see between this exercise and other communication situations?



Getting Along with Others

Understanding and appreciating the people you meet is vital to success in leading groups. As a leader you will need to gain the trust and support of the individuals in the group. Skills in meeting, accepting, caring, and trusting are basic to building teamwork. Your work with the learning experiences on interpersonal skill in this section will provide the foundation for leading groups.

Commonalities
New Game
Poetry/Music Self Expression
Talking To New People
Public Interview
Saying
The Live Activity
Human Sandwich
Role Play
Discussion
Dichotomies
Stems
Experiencing Trust
Head Lift
Trust Building
Blind Walking
Person to Person
Three People
Pair Up
Strangers/Friends
Family Matters
Ownership of Feelings
Everybody's Problems
Thanks
1000 Giveaway
Lifestyles
Brainstorming
Declaring Your Wants
Advice, Things & Feelings

Learning Activity: **Commonalities**[2]
Leadership Skill: Getting Along with
Others - meeting
What To Do: Discuss things in common.
Focus: Group

Instructions for group leader:

Ask members to form a large circle. Ask everyone who has a pet dog to enter the circle and walk around at random. Comment on the commonality, or similarity, that they each have a dog. Have them look at each other to see who has this in common with them. Then ask them to return to their places in the circle.

Have all members who remember their first day in first grade enter the circle. Again, comment on their commonality and have them join the others in the circle again.

Ask all who remember what they dreamed last night to enter the circle. Again have them walk around. Ask them if they have been in the circle more than once, then have them go back to the large circle.

Ask those who wish they were rich and attractive to get in the center. Ask them to look around and see if they are with people now who they were with in the center before. Ask them if they see anyone new in the group.

Ask those who have only been in the center once to enter the circle again. (Most likely there will be few or none.) If there are none, comment that it is typical that they would have more than one thing in common with others in the group.

Interpreting: How did it feel when you discovered you had so many things in common with people that you thought were different from you? What else do you think you have in common with them?

Learning Activity: **Name Game**[9]
Leadership Skill: Getting Along with
Others - meeting
What To Do: Practice introductions.
Focus: Group

Instructions for group leader:

Tell the group that getting along with others involves learning social skills. Point out that learning and practicing social skills will make it easier to talk to people and make friends. Tell them that knowing and using good social skills will make it easier to deal with others at school, on the telephone, or anywhere else. Tell the group that social skills help people feel good about themselves, and be more self-confident.

In a small group have members form a circle. The first person introduces himself or herself and tells something about self. For example: "I'm Sue and I like to play basketball." The next person must introduce the first person and then self. For example: "This is Sue, who likes to play basketball. I'm Jim, and I am in the band." This continues around the circle. Each person must introduce everyone in the circle who has already been introduced.

Remind members that sharing a common idea or interest may be a good way to meet new friends. By learning something about the people, the member can begin the search for a common interest.

Another aspect of the activity is the correct pronunciation of person's names. Making the effort to pronounce a person's name correctly shows interest in the person you are meeting. Correct pronunciation can also be a sign of respect for ethnic heritage.

Interpreting: What was fun about this activity? How can you help another person learn about you? What things did you discover you have in common with others?

Learning Activity: **Poetry/Music Self Expression**[2]
Leadership Skill: Getting Along with
Others - meeting
What To Do: Share meaningful things.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Before this session, encourage members to bring poetry and music that says something to them about people and their relationships. You may have some samples for them to choose from, if you wish.

Have members sit in a large circle and, after someone shares his or her poetry or music, have the group discuss the meaning of the presentation for two or three minutes.

Interpreting: What did you learn about others? How did you feel when they shared? How did the discussion help you to add to your ideas?

Learning Activity: **Talking To New People**[21]
Leadership Skill: Getting Along with Others - meeting
What To Do: Talk to a new person.
Focus: Group

Instructions for group leader:

Have group members pair off with a person they don't know very well. Each pair will sit by themselves and talk together. After three minutes, call time.

Ask each person to sit quietly and reflect for about two minutes on the conversation he or she just had, in preparation for two questions. These questions will not be answered aloud but are submitted only for reflection.

Question 1: Think over your conversation. Did you talk about things and places — nice safe subjects — or did you talk about yourselves? Did you talk about things that would bring you closer together? Did you share any feelings with the other person? You had an opportunity to relate to another person. Did you?

Studies show that when people talk to someone they don't know, they rarely talk about themselves, but choose some safe topics away from themselves.

Question 2: If there had been a silence, would you have become uneasy? Would you search for something to keep the conversation going?

Studies show that we struggle to keep the conversation going. Silence would be embarrassing.

Question 3: If you had disagreed with something your partner said, would you have shown your disagreement or just have let it pass?

Studies show that persons in this situation tend to show more agreement than they really feel. The leader explains:

If you have become aware of the impersonal, safe nature of your conversation you have just experienced what is a general pattern of human relationships. When practiced in the extreme, it keeps people from really knowing one another. It keeps people from being human beings and turns them into "things." The difference between people and things is that people have feelings. Feelings become the basis of a relationship. Much of our conversation is a playing of games — safe, distant, apart from oneself — and people become increasingly lonely, even in a crowd.

Interpreting: How would you explain the difference in "safe topics" and "feeling" conversation? When do you use "safe topics," silence, or "feelings" in your conversation? How would you want to change?

Learning Activity: **Public Interview**[14]
Leadership Skill: Getting Along with Others - meeting
What To Do: Conduct an interview.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask for volunteers who would like to be interviewed publicly about some of their beliefs, feelings, and actions. The volunteers should sit in a chair in front of the room. Move to the back of the room and ask the questions from there.

The first few times, review the ground rules when you ask a question. You may ask the member any question about any aspect of his or her life and values. If the member answers the question, he must answer honestly. However, the member may pass if he or she does not wish to answer. The member can end the interview at any time by simply saying, "Thank you for the interview." In addition, he or she may, at the completion of the interview, ask you any of the questions you asked him or her.

Sample Interview Questions

1. Do you get an allowance? What kind? Do you have to do anything for it?
2. Do you go to Sunday school or religion class? Do you enjoy it? Are you getting anything out of it?
3. What does your family do together that is fun?
4. If you could be any age, what age would you like to be? Why?
5. Did you go on a vacation this year? If you could go anywhere in the world next year, where would you go?
6. Will you smoke cigarettes? Why?
7. Do you wish your family was larger or smaller, or is it just the right size?
8. As you look at the world around you, what is something you sometimes wonder about?

The public interview strategy is especially useful at the beginning of the year for helping members get acquainted with each other on a more personal basis. Each interview should usually be kept rather brief, five to ten minutes at the most, unless everyone is really involved and wants to hear more. With younger children, the interview should be even shorter.

You can use the interview questions suggested above or make up your own. It may be helpful to write the questions on a 3" x 5" card. Above all, listen to what the member answers and show him or her that you are interested. The best questions, in the long run, are not the prearranged ones, but the ones that occur spontaneously as the interviewee talks.

When members are being asked questions in front of the group, often they can't remember the questions you asked when it is their turn to ask you questions. It sometimes helps to allow the other to remind the interviewee of the questions you asked. ("Ask him the one about...")

Too many questions back to the leader may take the focus off the member's interview. Some leaders set a limit of three on the number of questions the member can ask back. Some leaders do not have each 4-H'er ask questions back. Instead, they sometimes volunteer to be interviewed by one of the members.

Occasionally, you may invite other club members to answer any of the questions the interviewee was asked. As the leader becomes more adept at conducting the interview, he or she might suggest that members select the topic they would like to be interviewed about. If the leader has posted a list of areas of confusion or conflict, this will be a rich source of questions for both the 4-H'er and the leader.

Interpreting: How did you feel during the interview? Were you able to learn about others easily? What did you have in common with others? How do you think this will help you talk with them later?

Learning Activity: **Sayings**[2]
Leadership Skill: Getting Along with Others - meeting
What To Do: Discuss sayings.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

The purpose of this activity is to have members examine some famous, and some not-so-famous sayings, discuss the meanings of them, and see how they apply to life.

Have members sit together in small groups. Give each group a saying from the list below. Have one person in each group read the statement to his or her group. Small groups discuss what the saying means and how it might apply to them as individuals. Record ideas on paper.

After 15 minutes, get members back into a large group, seated in a circle.

Says - Relating to Others

"People are lonely because they build walls instead of bridges."
"There is no desert like being friendless."
"No one is an island."
"A friendless person is like a right hand without a left."
"A torn jacket is soon mended, but hard words bruise the heart of a child."
"Friendship is a creature formed for a companionship, not for a herd."
"Fate makes our relatives; choice makes our friends."
"No person is the whole of self; friends are the rest."

Interpreting: What did each statement mean? What other meaning could there be? What does each statement say to you in your life?

Learning Activity: **The Line Activity**[17]
Leadership Skill: Getting Along with
Others - meeting
What To Do: Demonstrate peer pressure.
Focus: Group

Instructions for group leader:

Ask one reasonable and confident member to leave the room for a few minutes. Explain to the group that the purpose of this activity will be to try to convince that person of something that is not true.

Draw two parallel lines on the chalk board, or newsprint pad, making sure that one is slightly — but noticeably — longer than the other. Designate seven or eight students to use whatever reasonable tactics they can think of to persuade the person outside that the lines are the same length. Depending on the group, you might want to set some limits on "reasonable tactics." Pick three or four members of the group to observe what happens when the person comes in and the persuading begins.

Ask the person outside to come in. Explain that while he or she was out of the room, the group began discussing the length of the two lines. Ask the single member to compare the lines in terms of length. Once the member announces that one line is longer, let the persuaders begin.

Allow the activity to last no longer than three to five minutes, taking care that the member who is the object of the pressure does not feel overly put down or threatened. Call the pressure off at an appropriate point and ask the observers to report on what they saw. Allow the student being pressured to share his or her feelings about the pressure. Let those who were doing the pressuring tell how they felt about their role.

Ask the group to think of ways that this activity represents situations at school. With the group, develop a definition of peer pressure and discuss how it can influence a person's decisions about friends, activities, drugs, sexuality, nutrition, and exercise. As a follow-up, members may want to note examples of peer pressure they have seen or experienced.

Later, ask members to share their ideas about ways to deal effectively with peer pressure. Make a list of their ideas and post it.

Interpreting: What kinds of situations are the hardest to deal with? How can peer pressure influence you to do things you might not want to do? How can we effectively deal with peer pressure?

Learning Activity: **Human Sandwich**[7]
Leadership Skill: Getting Along with Others - meeting
What To Do: Share ideas.
Focus: Group

Instructions for group leader:

Have the participants make sandwich boards, writing on one side what they already know about themselves and on the other side what they would like to know about themselves.

After giving each participant two sheets of newsprint, a colored marker, and several straight pins or strips of masking tape, explain that the group members will be sharing with others their knowledge about themselves.

At the top of one sheet of newsprint, each participant is to write "What I Know about Myself" and at the top of the other sheet, "What I Want to Know about Myself."

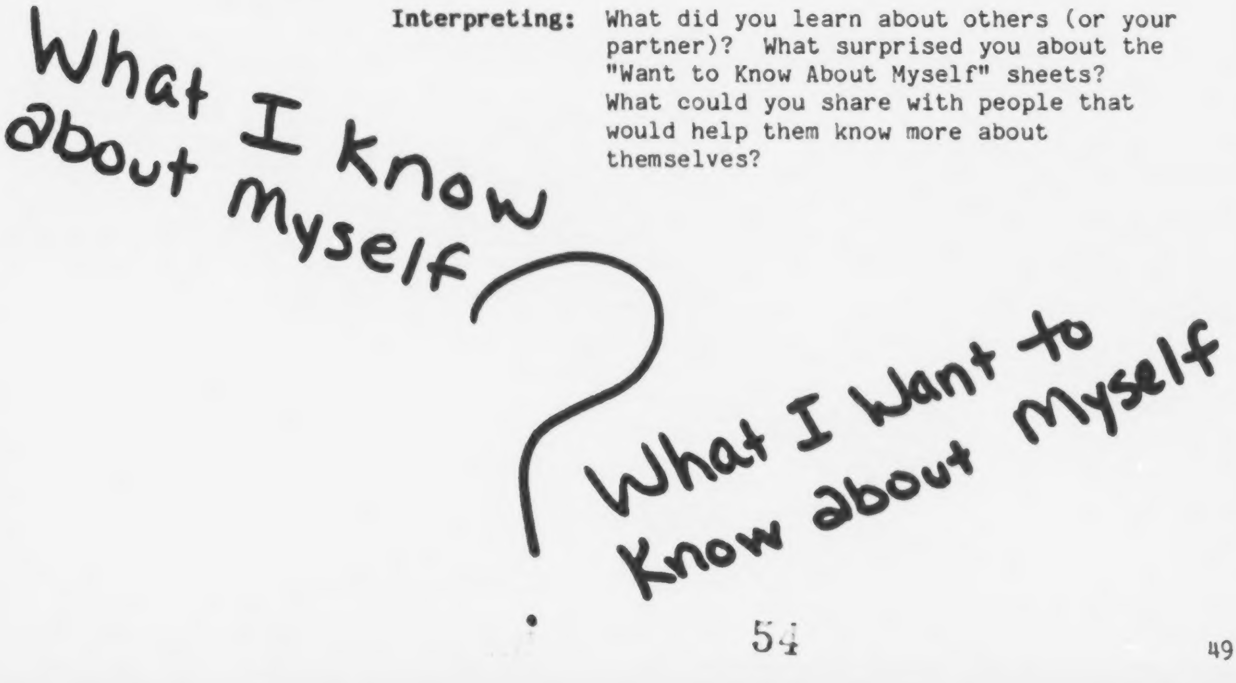
Give the group members 10 minutes to write anything that captures what they know and wish to know about themselves.

When the allotted time has elapsed, have each participant pin or tape the "What I Know about Myself" sheet on his or her front, and the "What I Want to Know about Myself" sheet on his or her back.

Instruct the group members to mill about the room and to look at each other's sandwich boards. They may stop and discuss each other's boards at any time.

You may ask the participants to pair off with partners they feel are similar to themselves. The partners then are given additional time to learn more about each other.

Interpreting: What did you learn about others (or your partner)? What surprised you about the "Want to Know About Myself" sheets? What could you share with people that would help them know more about themselves?


What I know about Myself
What I Want to Know about Myself

Learning Activity: **Role Play**[2]
Leadership Skill: Getting Along with
Others - meeting
What To Do: Participate in role play.
Focus: Group

Instructions for group leader:

Role playing allows people a safe place or environment where they can try new ways of acting to see what they feel like. In the following three role plays, the members will watch and discuss alternative ways of interacting with other people.

Before the session, arrange chairs in groups of six. Arrange the groups of six in two concentric circles facing in so they can watch a role play in the center. If you have more than 12 observers you may add some chairs to the outer circle.

Ask for two volunteers and give each one a role sheet. (See ideas that follow.) Ask the volunteers not to reveal their roles to anyone.

When members are seated, explain that they are going to watch a person-to-person role play. After the role play, each group should decide on a different way to handle the situation.

After the roles have been acted out, ask for a member explain the situation as he or she saw it. Continue the discussion until you get an accurate description of the situation.

Give the groups 10 minutes to prepare an alternative role play. After 10 minutes, call time and have the groups share their alternatives. Repeat with another situation.

Interpreting: What did you learn about dealing with people? How could you apply this to your life? How many alternatives were there to the situation? Do you think there are more alternatives?

ROLE PLAY DESCRIPTORS

Directions: The group leader should copy the situations below and cut them apart. Each person participating may have a role description.

SITUATION 1:

SIT. 1 PERSON A	You are walking down the hall when you meet a very good friend. What do you do?
SIT. 1 PERSON B	You are standing in the hall crying.

SITUATION 2:

SIT. 2 PERSON A	You are in your school's noisy, crowded cafeteria. You see a person sitting by himself or herself looking lonely. What do you do?
SIT. 2 PERSON B	You are new at school. You are sitting in a noisy, crowded lunchroom by yourself feeling lonely.

SITUATION 3:

SIT. 3 PERSON A	You are sitting in the cafeteria. Several students have been making cruel comments to another student. The student is hurt. You look over and catch his eye. What do you do?
SIT. 3 PERSON B	You are sitting in the cafeteria. Several students have just made some cruel comments that hurt your feelings. Looking very hurt, you look over at another person and catch his or her eye.

Learning Activity: **Discussion**[2]
Leadership Skill: Getting Along with Others - meeting/accepting
What To Do: Discuss a topic.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have members sit in one large circle. Explain that the group will be discussing a topic. The discussion has no ending. There is no one right or wrong answer. Remind members of the rules for group discussion, especially that only one person talks at a time so everyone can be heard.

Introduce the topic and help group interaction. At the end of the discussion, ask someone to summarize the discussion.

Discussion Topics:

1. What is a friend?
2. What is trust? How do we get trust? Is it important to trust? Why?
3. How do you make friends?
4. Can family members be friends?

Interpreting: How can discussion be of value to you? What new ideas did you hear that you would like to know more about? What ideas did you have that others agreed with?

Learning Activity: **Dichotomies**[2]
Leadership Skill: Getting Along with
Others - meeting/accepting
What To Do: Act on values.
Focus: Group

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Instructions for group leader:

This exercise is to help group members think about themselves and their values. Use only three or four dichotomies that are relevant.

Create a large open area for members to move about. Explain to the members that you will give them a set of words. Each end of the space represents one of the words. When you say the set of words, ask them to move from the room's center to the end that represents the word with which they identify.

Give members an example. Ask them:

"Are you a HOT or COLD person?"

Designate the location for HOT and COLD in the room.

Have members move to the end of the room that represents them,

HOT or COLD

Ask members to notice which choice they made, and to notice who made that same choice. Have them each share with one other person why they made their choice.

Possible Dichotomies for Relating To Others;
In relation to other people, am I...

selfish	generous
friendly	hostile
open	closed
grabber	receiver
lover	hater
sharer	stingy
taker	giver
close	distant
open-minded	closed-minded
toucher	stand-offish
cold	hot
positive	negative

Interpreting: Who made the same choices as you most often? How are you alike or different from him or her? What were the different reasons for making the same choice?

Learning Activity: **Stems**[2]
Leadership Skill: Getting Along with
Others - trusting
What To Do: Complete sentences.
Focus: Group

Instructions for group leader:

"Stems" is used to develop positive responses using sentence stems. Use only one stem per session. Choose one that is relevant to the day's session.

Ask members to form a circle. Explain that a sentence will be started and that each person will be asked to complete it. It is okay for a group member to pass.

Give an example by reading one of the sentence stems from the list below. Then repeat the stem and complete it yourself. (Your completion will model for the others.)

In a structured way, from left to right, ask each person to repeat the stem (important) and to complete it.

Examples:

Leader (stem) "I feel good when..."
Leader (completion) "I feel good when people say positive things to me."
Member (completion) "I feel good when I go home."

Stems

One thing I value in others is ______________________________.
A friend of mine must be ______________________________.
A good friend is one who ______________________________.
Being with people I like makes me feel ____________________.
When I meet someone I want to know better, I ______________
____.
I want to be a friend who ______________________________.
I want people to like me because ________________________.
How I would like other people to feel about me is __________
____.
A time someone showed he or she liked me was when __________
____.
When someone tells me something good about myself, I feel ______
____.
I let someone know I like him or her by ____________________.
The way I decide I like a person is ______________________.

Interpreting: How did you feel when you talked? In what ways did you agree with others? What did you learn about others?

Learning Activity: **Experiencing Trust**
Leadership Skill: Getting Along with Others - trusting
What To Do: Explore the idea of trust.
Focus: Group

Instructions for group leader:

Before the session, write the following list on newsprint or a chalkboard:

* Imitate the crowing of a rooster.
* Give a two-minute talk about your best qualities.
* Do a pantomime of a sleepy person brushing his or her teeth.
* Give a two-minute talk on what you like best about your classmates.
* Recite a short nursery rhyme.
* Balance a book on your head and walk across the room.
* Read a short passage from any book in the room.

When members are seated, explain that the exercise will help them look at trust. Ask members to select the one activity they would most prefer to do and the one they would least like to do. Explain they may be asked to perform the one they chose as the one they most prefer to do.

When everyone has chosen, by show of hands, note on the board the number of students that chose each option as the one they would prefer to do.

Interpreting: How did you feel about the idea of performing? What relation might there between people's choices and embarrassment? To what degree do you think your choice indicated your ability to trust others?

Learning Activity: **Head Lift**[2]
Leadership Skill: Getting Along with Others - trust
What To Do: Trust another person.
Focus: Group

Instructions for group leader:

Have members pair off. Have one member lie on his or her back and relax his or her head and neck. Have the other member lift the first person's head and rotate it gently for two minutes.

When time is up have members reverse roles and repeat for two minutes.

Interpreting: How did you feel, at first, giving control of your head to someone else? Did it get easier? What did you learn about yourself or the other person?

Learning Activity: **Trust-Building**[14]
Leadership Skill: Getting Along with
Others - trusting
What To Do: Do a trust activity.
Focus: Group

Instructions for group leader:

These exercises will help develop a sense of trust among individuals. They should not be threatening to anyone. After this activity, it is important to discuss feelings and thoughts about what happened. Be aware of the feelings of the participants.

Trust Fall: Partners stand, one with his back toward the others. With his arms extended he falls backwards and is caught by his partner. Reverse roles and repeat.

Trust Run: Outside, one partner closes his eyes and is led by the other in a vigorous run. Reverse roles and repeat.

Tug-Of-War: Partners imagine a line between them on the floor and have a tug-of-war with an imaginary rope. One partner is to be pulled across the line.

Mirroring: Partners stand facing each other. One becomes the mirror image of the other's bodily movements. With hands in front, palms toward partner, they move expressively. Then reverse roles and repeat.

Circle Pass: Gathering back into a single group, participants stand in a tight circle. A participant who wants to develop more trust in the group is pushed around inside the circle. He may be shoved vigorously from side to side.

Machine: One at a time, each participant stands up and imitates a part of a machine, using his or her body for active parts and his voice for machine-like sounds. After a person is done, another takes a turn. The group leader can ask the machiner to speed up or slow down.

Eye-Contact Chain: Participants form two lines facing each other about a yard apart. They hold hands, and the ones at the ends hold hands with the ones across from them. This forms a long circle like a bicycle chain. Without talking, look the person opposite you in the eye. When the group feels ready, everyone takes one step to the right and looks the next person in the eye. When everybody feels ready they move to the right again. The group should repeat the process until they return to your original position.

Personal Interview: The group pairs off and members interview each other. A rule of thumb should be that any question one person asks, the other should be willing to answer. However, each person has the right to decline to answer any question that makes him or her uncomfortable.

Interpreting: How does this activity relate to trust? Is trusting important? How did you feel when you were doing the activity? Were you trusting? How do you build trust?

Learning Activity: **Blind Walk**[2]
Leadership Skill: Getting Along with
Others - trust
What To Do: Walk with a friend.
Focus: Group

Leadership
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Instructions for group leader:

To do this activity the group will need room to move, such as a large room or hall. Half of them will need blindfolds. The purpose of the activity is to help members get in touch with their trust level.

Ask members to select one person they trust and stand with him or her. Have them make a mental note about why they trust that individual.

Ask one of each pair to put on a blindfold. The other partner should then take the blindfolded one on a five-minute walk. Stress that they should be back in the room in five minutes, and they should not disturb other pairs. Tell them talking to each other is forbidden during the walk!

When they return, without discussion, have them switch roles for five minutes. The person with the blindfold gives it to the person who was leading. Again, have them walk for five minutes without talking.

When they return, gather everyone into a circle for discussion. It is important to discuss this as soon as possible.

Interpreting: How does this exercise relate to trust? Is trusting important? How did you feel when you were blindfolded? Were you trusting? How do you build trust?

Learning Activity: **Person To Person**[2]
Leadership Skill: Getting Along with
Others - caring
What To Do: Determine what you value.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Explain that it is often hard for us to tell people what we value in our friends. In this exercise members are to choose six words that describe the most important things they value in their friends.

Hand out the list of words that follow and give individuals 10 minutes to choose six. Call time at 10 minutes. Have members form circles of 6-10 members and share their six words. (As an option, if you have time, do all the sharing in one large circle).

Interpreting: Does it really matter if you or your friends don't exhibit all of these qualities? What qualities do your friends have in addition to those listed? Which ones do you have in common?

Hand out the list of words that follows and give individuals ten minutes to choose only six. Call time at ten minutes. Have members get in a circle of 6-10 members and share their six words. (As an option, if you have time, do all the sharing in one large circle).

able
accepting
aggressive
ambitious
annoying
bitter
bold
brave
calm
carefree
careless
caring
cautious
clever
complex
confident
conforming
critical
demanding
determined
dreamy
efficient
energetic
fair
free
friendly
gentle
greedy
giving
happy
hard
imaginative
immature
independent
intelligent
jealous
kind
lazy
loving
manipulative
materialistic
merry
nervous
noisy
normal
organized
passive
perfectionist
pleasant
questioning
quiet
radical
realistic
rebellious
rejecting
relaxed
reliable
religious
respectful
responsible
rigid
sarcastic
self-accepting
self-conscious
selfish
sensible
sensitive
serious
shy
silly
sociable
stable
strong
stubborn
tender
tense
thoughtful
tough
trusting
understanding
vain
warm
willing
wise

Learning Activity: **Three People**[2]
Leadership Skill: Getting Along with Others - caring
What To Do: Choose people you'd like to know better.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have members get into groups of four. When they are seated, give them two minutes to individually choose three people, still living, who they would like to know. When the time is up ask members to share with their group the three people they chose, and why.

Interpreting: What were the strengths of the people you wanted to know better? What does this say about how we choose people to know better?

Learning Activity: **Pair Up**[2]
Leadership Skill: Getting Along with Others - caring
What To Do: Observe another person.
Focus: Group

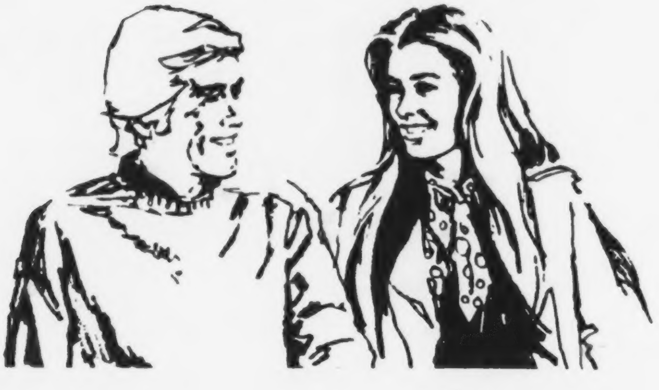
Leadership
Skills You Never Outgrow

Instructions for group leader:

Have members form pairs. Tell them to look very closely at each other and try to "memorize" each other. One person closes his or her eyes while the other changes something about his or her own appearance, such as untying shoelaces. Then the observer opens his or her eyes and tries to identify the change.

Then gather everyone into a large circle and discuss what happened.

Interpreting: Did you learn something about how observant, or unobservant, you are? What else did you discover about yourself during this activity?



Learning Activity: **Strangers/Friends**[20]
Leadership Skill: Getting Along with
Others - caring
What To Do: Pretend for a day.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

The following activity involves a fantasy and is written in exaggerated terms. Read it to the group. You may paraphrase it if you wish:

> You are going to do something for people today that they will like. You are going to see your friends as strangers. And strangers themselves will not be left out of your kindness -- they will become old friends. Simply see every friend as a stranger and every stranger as a friend. Remember to do this all day!
>
> Pretend your friend has undergone a complete personality transplant. Or pretend he or she has been possessed by an angel. He or she looks familiar, but don't be fooled. See how many new things you can detect. Just click them off in your mind and notice your delight at each new discovery. Remember, he or she is totally different inside. This is a game, but what you are seeing is not fooling you.
>
> And with each stranger you meet today, say to yourself, "There walks my lifelong friend. I know everything there is to know about him or her." Remember birth, childhood, the pains and disappointments he or she has had, and also the highs and victories. And then recall that underlying all these turns of fate has been the steady emergence of a lovely Self, a Mind precisely like your own. This stranger has indeed gone through everything you have. You do in fact know him or her. All that is true of you is true of him or her. You can care without hesitancy.

Interpreting: What happened in your mind? How did your "change of mind" make a difference during the day? How did you act differently during the day? How did people react differently to you?

Learning Activity: **Family Matters**[3]
Leadership Skill: Getting Along with
Others - management
What To Do: Discuss opinions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Prepare copies of a list of statements that do not contain factual evidence to support a true or false response. Suggestions for questions are given below.

Ask members to fill out the "opinionnaire" anonymously. Tabulate the responses.

Conduct a discussion of the statements on which there is a nearly equal division of opinion. Record arguments on the chalkboard or newsprint pad during the discussion, under the headings of "Agree" and "Disagree." Make clear, however, that such issues cannot be resolved by adding up the number of arguments on either side. They are decided in terms of the values held by the individual or group.

This activity may easily be adapted to other subject areas. Be sure that the statements are opinion not provable fact.

Agree	Disagree	OPINIONNAIRE
______	______	1. The father should be the boss of the family.
______	______	2. Money earned by teenagers should be turned over to the family.
______	______	3. Parents should meet those people with whom their children go out.
______	______	4. In a happy family, there is no fighting or quarreling.
______	______	5. Both sexes should help with the housework.
______	______	6. A small family is likely to be happier than a large family.
______	______	7. It is easier to have a happy family if a family is wealthy.
______	______	8. Parents should put the happiness of their children above their own desires when there is a conflict between the two.
______	______	9. Most parents expect too much of high school students.
______	______	10. High school students should have more money for clothes than their parents have.
______	______	11. Teenagers should be told about family problems, such as money difficulties.

Interpreting: What did you find out about the different values people have? How can you effectively explore extreme differences of values? What other topics would show different values?

Learning Activity: **Ownership of Feelings**[21]
Leadership Skill: Getting Along with
Others - management
What To Do: Role play feelings.
Focus: Group

Instructions for group leader:

Explain to members that, as we become more aware of our feelings and begin to accept them, we become able to express them to others more openly. "Owning a feeling" implies that the feeling is yours, it belongs to you, and it is separate from the event that produced it. "Not owning a feeling" means talking about something outside yourself as though it were an object or it were some other person speaking.

These exercises may help members understand the distinction better. Choose or develop incidents in which the members are involved in their daily life. Have them work in pairs.

Each pair should take a situation from the list below and determine what would be said. They should plan to play the parts.

a. Your brother is always borrowing your records and record player, and you have requested that he ask before taking them. You now want to use it with friends and it is gone again.
b. You have a big test at school tomorrow and a friend who is always asking for your notes is coming down the hallway. If you give your notes to him or her, you will not be able to prepare.
c. You club president has called and left a message at your house that you are supposed to serve as president tomorrow at the meeting. You already are giving a demonstration and will not have time to prepare.

When pairs are ready to report, have some member of the group play each role. Let each planned conversation be directed to this stand-in, and have him or her respond according to his or her feelings. After the statements, let the stand-in report how he or she felt about the different statements.

Ownership of feelings implies that a person expresses his or her feelings. There is a way this can be done that makes the other person defensive by implying things that may not be true. For example, when a person doesn't own the feeling it could come out:

1. To the brother - 'You don't care about my record player or me. You always get your own way.'
2. To friend about notes - 'You don't care about anyone but yourself. It's not fair that you don't take notes yourself.'
3. To President - 'You don't take any responsibility, and you dump on me all the time.'

Explain that these kinds of responses attack the other person but don't explain how you feel, so it is difficult for the other person to respond positively.

Tell members that ownership of feelings separates the event from the feelings, and expresses the feelings you really have. They should be stated in a way that leaves the other person free to act. It often works to use the form When (the event), I feel (and what the feeling is):

a. To the brother - When you take my records, I feel angry and I want to let you know it.
b. To the friend - When you ask for my notes just before a test, I feel frustrated and used; I can't study as I should.
c. To the president - When you ask others to take your responsibilities, I feel my own responsibilities are not important to you and that hurts.

Summarize for members:

This is considered ownership of one's feelings. It is moving toward openness and honesty in relationships. The formula is: when (the event), I feel (the feeling). You may try these responses in a role play. Remember to ask yourself, "How did each person feel?"

Interpreting: How did people feel during the first conversation? What is important about the ownership of feelings? What are the two parts of the formula? What other situations could this be used in?

Learning Activity: **Everybody's Problems**[26]
Leadership Skill: Getting Along with
Others - management
What To Do: Identify problems.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Distribute blank paper to everyone and demonstrate as you ask participants to fold the paper in half lengthwise and then in half again crosswise. When people open the paper flat again, there will be four sections. Instruct participants to label the sections "CHILDHOOD" (top left), "TEEN" (top right), "ADULT" (bottom left), and "MY FUTURE" (bottom right).

Have participants think back into their childhood and identify one of two particularly stressful events that occurred for them during that period. Direct participants to use the "CHILDHOOD" section to write down a brief description of the stressful event or events recalled.

After everyone has identified a stressful childhood experience, ask them to focus on the coping strategies they used during that time period and make a note of two or three favorite childhood "copers" (e.g. pouting, temper tantrums, acting cute, imaginary playmates, etc.).

Next ask participants to focus on their teenage years, noting briefly in the "TEENS" section a stressful experience or two, and a few ways they deal with the situation (e.g. listen to stereo, hot-rodding, drinking, etc.).

Then have group members reflect on the stresses and stains they think they will face in adult life, and note one or two in the bottom left section. Ask them to think about coping patterns that adults might use and write down two or three.

The last section is for the future as a big picture. Ask members to imagine ahead to a life experience they anticipate will be stressful. After they write that event in the "FUTURE" section, have them identify two or three coping techniques they would like to develop more fully before that event occurs.

Have participants pair up and talk with their partners about the patterns of stress and coping they wrote about.

Encourage members to share with the whole group if they wish.

Interpreting: What years of your life are most stress-free? How can you learn to care about the stresses that others go through? What can we do to better handle the stresses we have?

Learning Activity: **Thanks**[8]
Leadership Skill: Getting Along with Others - management
What To Do: Say "thanks" several ways.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Begin the activity by reading the following three paragraphs:

One way of making people feel good is by writing thank you notes. Everyone likes to be told "thank you." Even when thanks can be expressed in person, a letter of thanks shows that you care. Thank you letters should be sincere.

Think about how you felt when you received a gift or benefited by a favor. Using notes that are available, in your own style, think about how you would say "thank you." Write those feelings in the note. Tell the person about any good effects of the favor or gift. For example, if a Fashion Revue Award was a pair of scissors, write about the use of the scissors, or tell a leader about the changes you have made after hearing his tips on grooming rabbits.

Writing thank you notes is a courtesy that reminds others that a gift or effort is appreciated. Notes do not need to be long. Being sincere. Promptness and legibility are important when writing the thank you note. A thank you note is another way to show a caring attitude for another person.

Read two or three examples of thank you notes. Give each member a pencil and a piece of paper. Have each member choose a situation for which they could write a thank you note.

1. A resource person who presented a program to the club.
2. A leader who conducted a project meeting.
3. A parent who provided refreshments or transportation.
4. A community group providing the club meeting facility.
5. A county extension agent or teacher.
6. A fair board for planning and organizing the county show.
7. A donor or sponsor of an award.

For additional experience, members may also use actual thank you notes and address and mail notes; choose one person to whom all notes will be written; write a note as if he or she were club secretary writing in behalf of the club.

Interpreting: What "thank yous" have been most meaningful to you? What are the most important things to remember in preparing thank yous? How can you make a thank you meaningful for others?

Learning Activity: **$1000 Giveaway**[2]
Leadership Skill: Getting Along with Others - management
What To Do: Think about what is important.
Focus: Group

Instructions for group leader:

Have members form a large circle. Read the following paragraph to the group:

> "Pretend, if you will, that I have suddenly struck oil and have been given a huge sum of money. Since you have come to mean so much to me, I am going to share my wealth with you. I am going to give each of you ONE THOUSAND DOLLARS! Imagine that! $1,000! The only condition I set as I give each of you the thousand dollars is that you must give it away. You may not keep any of it, nor may you spend any of it on yourself. You must spend it or give it away to someone else or on some cause. I will give you just a few moments to think."

After a few moments, let group members share their reactions with one another.

Interpreting: How did it feel to give your thousand dollars away or spend it on someone else? Did you learn something about yourself as a giver? How did you feel about being told you had to spend it on someone or something other than yourself?

Learning Activity: **Lifestyles**[17]
Leadership Skill: Getting Along with Others - management
What To Do: Discuss influences of others.
Focus: Group

Instructions for group leader:

Have members discuss different sports and activities that people are involved in throughout their lives. List several easily identifiable groups of people, drawing from both student cliques in school and adult groups in the community (such as political parties, country club, drama groups, etc.).

Ask the group to predict the types of sports or leisure activities preferred by each group. Through role playing, short written assignments, or group discussions, write down the pressures that can arise when "everyone" does the same thing; identify ways that group expectations can limit choices for individual behavior.

Have members tell about experiences when they have either unwillingly lived up to a group's expectations, or else did the opposite of what a group expected.

Interpreting: What groups seem to have the most influence? How do people usually react to this kind of pressure? What makes for good pressure or bad pressure? How do you feel when you have unwillingly given in to group pressures?

Learning Activity: **Brainstorming**[2]
Leadership Skill: Getting Along with Others - teamwork
What To Do: Brainstorm about "others."
Focus: Group

Leadership

Instructions for group leader:

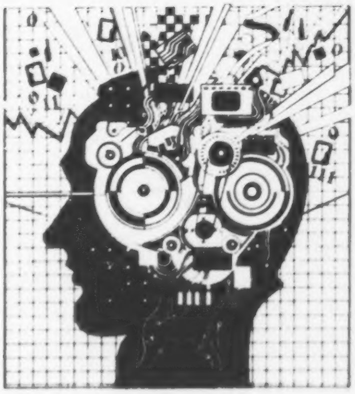
Have group members think of and list as many "others" as they can. Have them form groups, then select a recorder to whom you give paper and pencil.

Remind members of the rules of brainstorming: Quantity, not quality, is important; no discussion or judgments; free-wheel and add onto each other's ideas.

Tell recorders to write "others" at the top of their paper. Tell members "You have three minutes to think of as many meanings as you can for "others."

After you call time, ask each group to report on the number of ideas they came up with and to share a couple with everyone. Praise creativity and productivity.

Interpreting: Did you feel good about your contributions to your group's list? Are there any new meanings you can now think of about "others" that you'd like to share?



Learning Activity: **Declaring Your Wants**[2]
Leadership Skill: Getting Along with
Others - management
What To Do: State what you want.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Call members into one large group. Explain that many times we get upset at people because we haven't learned how to state simply what we want or do not want from them. Ask the members:

> "What would make this club better for you? If you could make the people in this club do something to make it better for you, what would you ask? Begin your want: "I want this club to..."

Get a volunteer to respond to that, then encourage others to do so.

After two or three members have done this, have members get into groups of six or eight. Have them practice declaring their wants to each other. Tell them to pick someone out, face the person, say his or her name and then make his or her want known. Emphasize to members that, just as they have the right to make requests of people, others have the right to refuse their requests.

Interpreting: How did it feel to tell someone bluntly what you wanted or didn't want? How is it possible to make requests without upsetting others? Did declaring your wants work for you?

Learning Activity: **Advice, Things & Feelings**[21]
Leadership Skill: Getting Along with
Others - teamwork
What To Do: Share a real problem.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have members choose partners (on any basis) and seat them apart from the others where they can have a conversation.

Ask each pair to select one person to meet with you. Have them think of some situation where they have had deep feelings accompanied by a problem, such as wanting to go to college, but not knowing how to select one. Give them time to get a real situation in mind. They will go back to the partner and tell about it as though the problem is in the present and tell it with as much feeling of joy, sorrow, excitement -- whatever they can muster -- on a question important to them. Give them five minutes to share it.

While these people are reviewing and rehearsing their situations in their minds, brief the group awaiting the return of their partners, in somewhat the following manner:

> "When your partner returns to share the situation, allow five minutes for the exercise.

Ask each situation-teller to stand, and ask them to raise their hands as many times as appropriate in response to the following questions:

> How many of you got advice on your problems?
> How many got the kind of response that turned you off, or made you wonder whether you should have told about it?
> How many felt the person paid more attention to his or her feelings than to the problem?

Then tell the group:

> If a person gave you advice, he or she was concentrating on your problem more than on you as a person. If a person made you feel turned off, or that you wished you hadn't told him or her, he or she was looking upon you more as a thing. If a person was aware of your feelings and commented on them, he or she was concerned about you as a person.
>
> Accepting another person's feelings is a way of saying that you understand, and that it is all right for that person to feel that way. This encourages him or her to express more feelings, not only to gain further understanding but to build relationships with you. We have been task-oriented so long that we tend to focus upon the task as being more important than the person.

Interpreting: How did the "tellers" feel during their sharing? How did the "listeners" feel? What other situations have you been in that this same thing has happened? What did you want to happen? What have you learned from this?

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Learning to Learn

Helping people make changes in what leadership is all about. Learning how to learn is learning how to make desired changes. You make changes in attitudes, the way you do things and in the information you know. The things you know are applied in new and creative ways.

To help people accomplish their goals, you need to help them learn, that is, to be a teacher. This chapter offers learning activities that will give you experience in teaching and developing creativity.

Hidden Meaning
Turning The comics
Creativity Problems
Scavenger Hunt
Teaching
Making A Milkshake
I Am ____________

Learning Activity: **Hidden Meaning**[25]
Leadership Skill: Learning
What To Do: Discuss quotations.
Focus: Group

Instructions for group leader:

Have group members collect several inspirational sayings relating to knowledge, learning, or growth. Write them on small slips of paper for use by the group. Provide newsprint, markers, and magazines that can be cut up.

Briefly discuss the idea that people often hear a meaningful statement but often don't take the time to examine it in depth. For the next 15-30 minutes, each group will take a slip of paper that has on it an important and beautiful statement. Each group may read the statement, discuss its real and hidden meanings, and then prepare a presentation on it to the group.

Presentations may be in one of several forms — a poem, a poster, a skit or a song. All the group members need to be encouraged to share in the discussion and take part in the final product.

You may use these examples or find others:

"Knowledge is life with wings."
"You can live without some things if you have something to live for."
"Turn your weak times into peak times."
"Never believe in never."
"If you've got the grit, you'll never quit."
"Time is a limit one puts on oneself."
"Success is never permanent; neither is failure."

Interpreting: What hidden meanings did you find in your saying? How were the interpretations surprising when they were presented? How did your group determine what and how to present? What comments were made by the other groups that watched? What influence do the statements have on learning?

Learning Activity: **Scavenger Hunt**[8]
Leadership Skill: Learning - creativity
What To Do: Conduct a scavenger hunt.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Prepare a list of items for a scavenger hunt. The list should include such things as: a paper clip, a pencil, a dime, a shoelace, a book, a safety pin, a match, something that is read, something dated before 1970, or any other readily available item. Write the list of items on a 3" x 5" card, one for each item. Divide members into teams of three to six.

Explain that each of the team members will be involved in a scavenger hunt for five minutes. Set other ground rules as necessary to maintain privacy, safety, and order in the group.

Have each group select a group leader to receive the list of scavenger hunt items. Start timing.

After four minutes, announce that one minute remains for the hunt. End the game promptly at five minutes.

Ask each group leader to line up their items in the order listed on the card. Call out each item in the order listed and have each leader hold up and who the item as it is called off. Make a note when a team is missing an item. If all teams are missing items, the team missing the fewest wins. (Ties are quite common.)

Interpreting: How did the teams differ in the way they looked for their items? Which methods seemed to work best? What role did the group leader play in the hunt? Were teams working together or as individuals? How did creative thinking affect the teams' success?

Learning Activity: **Turning The Comics**[23]
Leadership Skill: Learning - creativity
What To Do: Examine comic strips.
Focus: Group

Instructions for group leader:

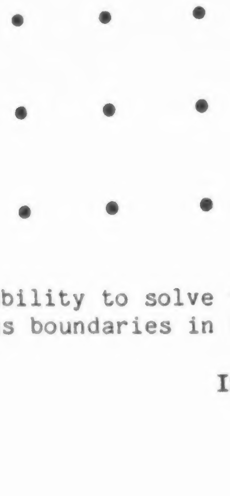
Take a look at the comic strips in the daily or weekly newspaper. Notice which ones are based on ideas that are turned around from reality, or which are based on ideas that most people believe to be true. Find examples of how comic strips turn things "up-side down," or make them "opposite," or maybe even "backward." Have groups discuss the effectiveness of the comic strips and what the artists are trying to accomplish.

Interpreting: How does this turning around of people's beliefs in comic strips make them so effective? What techniques are used most often? What is the intent of the artist?

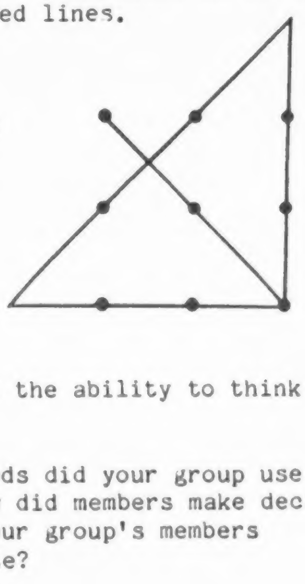
Learning Activity: **Creativity Problem**[13]
Leadership Skill: Learning - creativity
What To Do: Solve a problem.
Focus: Group

Instructions for group leader:

This problem requires creativity by the group attempting to solve it. Divide into groups of three. Give each group a piece of paper on which are drawn nine dots in three rows of three. The group's assignment is to connect all nine dots using only four straight and connected lines.



The ability to solve this problem is based upon the ability to go outside the obvious boundaries in reaching the solution. The correct answer is:



The ability to solve this problem is based on the ability to think beyond the obvious boundaries in reaching the solution.

Interpreting: What methods did your group use to solve this? How did members make decisions? How did your group's members communicate?

Learning Activity: **Teaching**[4]
Leadership Skill: Learning - teaching
What To Do: Teach and learn.
Focus: Group

Instructions for group leader:

This activity will give group members experience teaching others.

Give only brief instructions to the group. The "teachers" should have the opportunity (and frustration) of organizing their own approaches.

Have each member of the group find a person to work with. Each pair should decide who will be the first teacher and who the learner.

The learner is blindfolded. Hand the teacher a piece of paper upon which is written a task: to enlarge a drawing that the learner cannot see. The teacher gives a pen to the learner and leads his or her hand to the starting point. Without touching the learner's hand again, the teach must guide him or her to complete the task.

Do not give the teacher additional guidance. Should the teacher ask for help, gently tell him or her to use his or her own judgment and try the exercise.

When the teacher decides the task is finished, or you call time, the learner removes the blindfold. Both the teacher and the learner should respond to the "Interpreting" questions on an evaluation card or sheet. Have each member write his or her own responses without talking with one another.

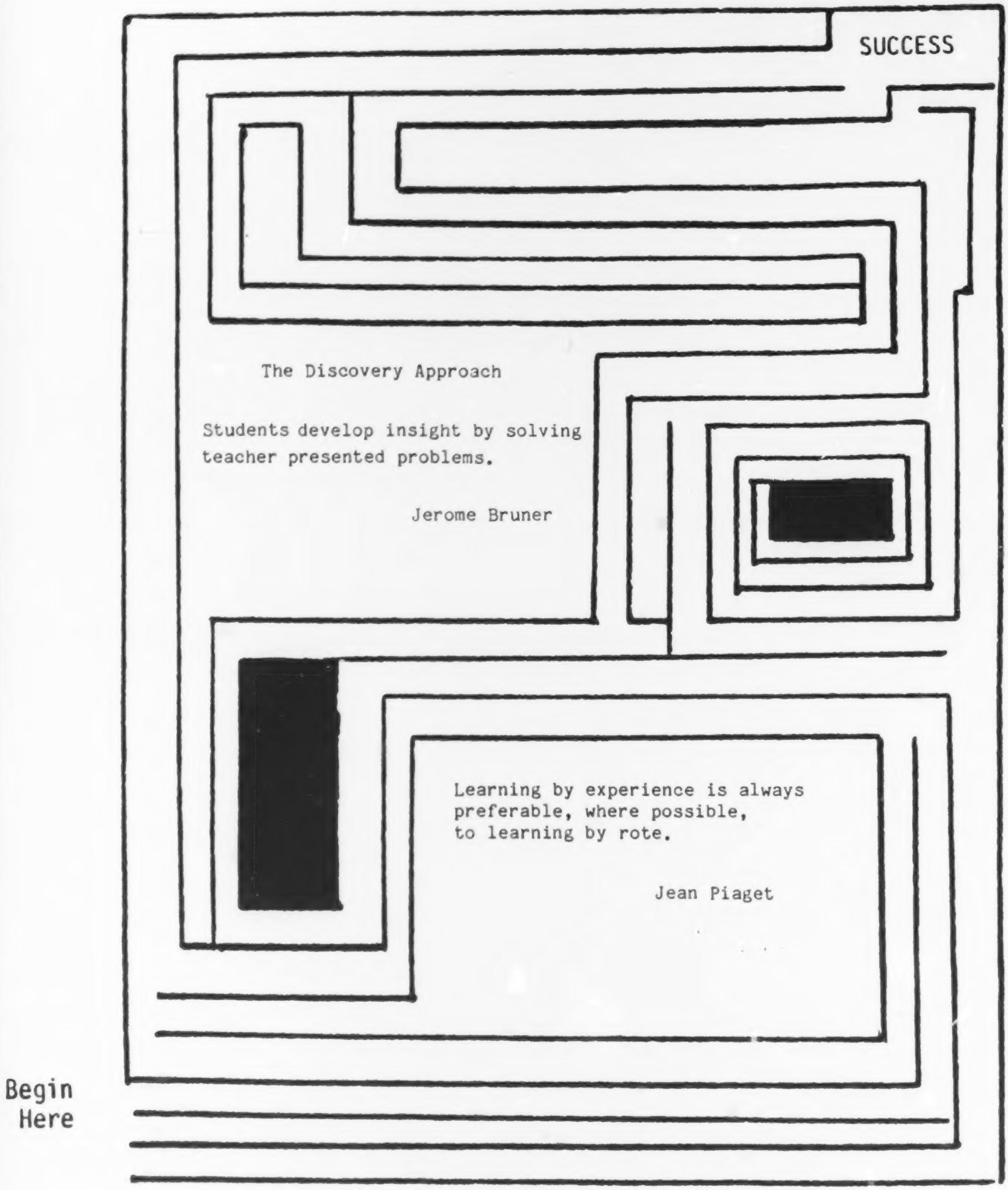
Then have them reverse roles to perform another similar task, again responding to the questions when they are finished.

After both have finished the second response sheet, the teams may begin to evaluate their feelings. Encourage sharing of feelings and ideas among the group.

Learning is the discovery of meaning. Much of what seems to be learning is nothing more than temporary awareness. Lasting learning, however, is the discovery of meaning for oneself -- it can only take place in people and cannot occur without the involvement of the individual. We only kid ourselves as teachers if we believe that we can "lay it on" the learner. The teacher-learner experience is a dynamic two-way process. Both people must be consciously involved.

Interpreting: How well do you feel that you succeeded as a teacher (or learner)? How did you feel about your role? What was most frustrating thing about your role? What do you see as the purpose of this exercise?

"The Shortest Distance Between Two Points"



The Discovery Approach

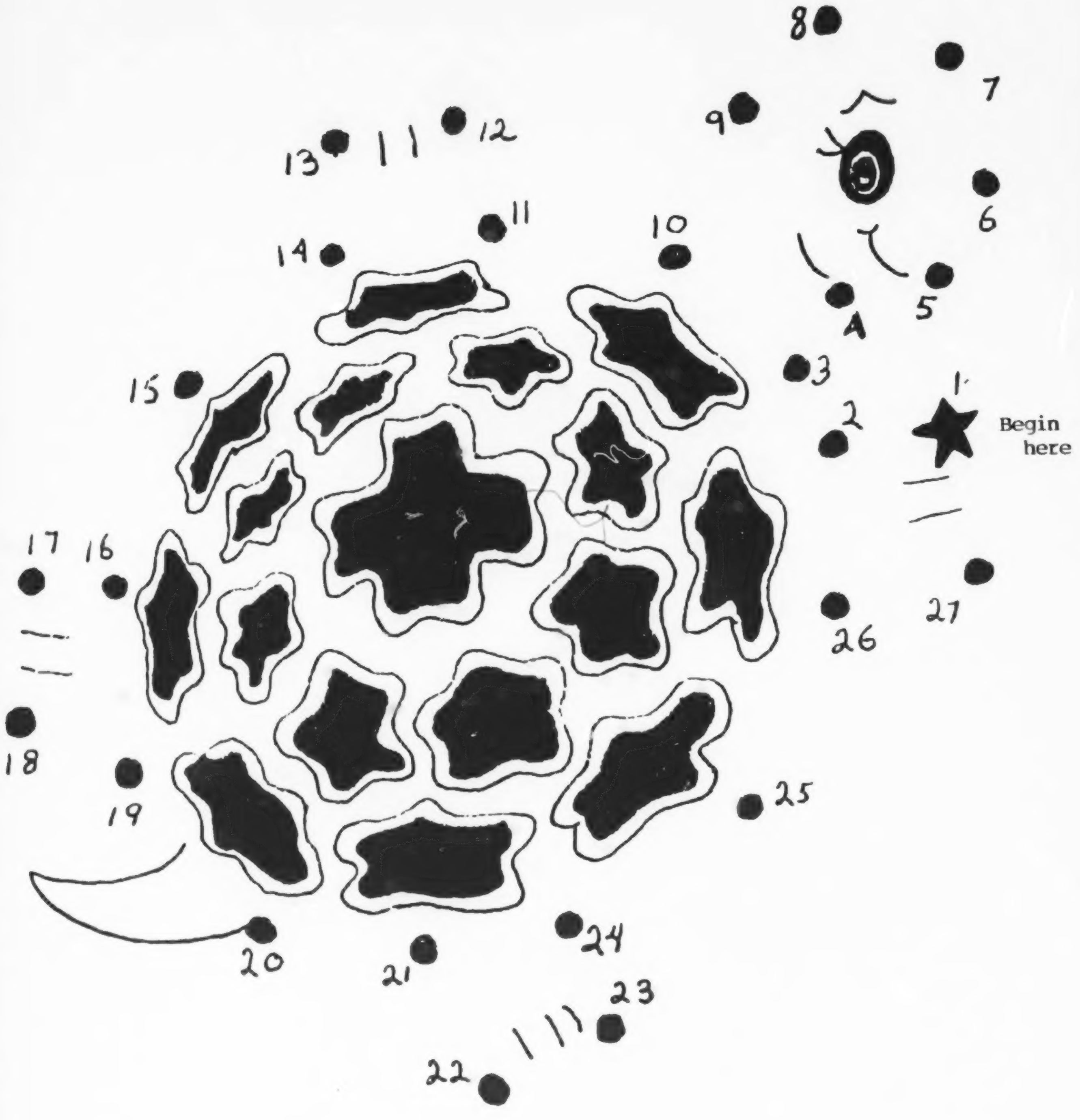
Students develop insight by solving teacher presented problems.

Jerome Bruner

Learning by experience is always preferable, where possible, to learning by rote.

Jean Piaget

Slowly But Surely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LEARN BY DOING

John Dewey

Barbara Kay Polland

Learning Activity: **Making A Milkshake**[9]
Leadership Skill: Learning - teaching
What To Do: Give a simple demonstration.
Focus: Group

Instructions for group leader:

Give each member paper and pencil, instant chocolate, milk, a glass, a spoon, a tray, and paper towels or a damp cloth. Have them write a demonstration of how to make a chocolate milkshake.

Give the following instructions:

> "Write down everything that goes into making a milkshake from start to finish. Include everything from the time you take the milk out of the refrigerator until you drink the shake. The purpose is to teach someone who has never made any kind of shake."

After members have finished writing, call on two members to bring their demonstration to the front of the group. One member will read his or her demonstration and the other member will demonstrate. The member demonstrating should use his partner's demonstration. The two members should present the demonstration by reading one instruction, demonstrating it, reading the next instruction, demonstrating that, etc. The members should not do or say anything that is not written in the demonstration.

With the group helping, discover what, if anything, was left out. For instance, "There was no mention of opening the milk carton. How can we get the milk out?"

Writing a demonstration is simply writing about how to do something. Teaching by demonstration is one of the best ways to share knowledge. One of the best ways to learn is to see and hear information at the same time.

A demonstration usually has an introduction that tells the audience what you are going to do, a body that includes showing and telling how to do the task, and the conclusion that reminds the audience what you told them.

Interpreting: What details did the members leave out of their demonstrations? How could they easily add the introduction and conclusion? What suggestions would help members as they prepare other demonstrations?

Learning Activity: **I Am** ____________ 9
Leadership Skill: Learning - teaching
What To Do: Communicate and teach.
Focus: Group

Instructions for group leader:

Prepare cards as described below and provide pencils and a paper bag.

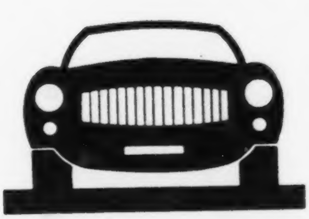
Before members arrive, write the name of an animal, a machine, or a common object on a 3" x 5" card. Make certain that each thing listed has at least one unique feature that can be described by members. Under the name of the subject, you may want to list a few characteristics that the member can use to begin his or her description. Some nouns you might use are: sheep, cat, dog, giraffe, elephant, snake, chicken, horse, car, airplane, wheelbarrow, bulldozer, over, lamp, chair, window, etc. All of these have several specific characteristics. Put the cards in a paper bag.

As members arrive, have each draw a card. Tell them they will be asked to describe their objects so others can guess what they are. Have them take a few minutes to think about the descriptions they will use. Tell them that they can write on the card if they want.

Have each member describe his or her object, and then have members guess what it is. Allow time for everyone to suggest other ways to describe the object.

Explain that we all have to give directions sometimes. We often have to explain something to someone, or show someone how to do something. Before we can do this effectively, we must know how to best describe our subject.

Interpreting: How difficult was it for you to describe your object? Were you able to add new words? What other ideas or concepts could the group members learn from this?



Making Decisions

Helping groups make decisions requires you to help them work through the decision making process every time a decision must be made. Group members must work together to define the problem as issues, gather information about it, list alternative solutions, weigh the consequences of each, decide on an action, follow through with the action, and evaluate the results.

In Book IV you'll find most of the learning activities will give you practice with group decision making. They give you the chance to work on becoming comfortable with the decision-making process. Take time to reinforce these skills. Decision making often bogs down groups.

When Are Decision Made
Running For The Gold
Saying No
Characterization Role Play
Word-Letter Problem-Solving
Role Playing
Bean Jar Exercise

Learning Activity: **When Are Decisions Made**[19]
Leadership Skill: Making Decisions - process
What To Do: Explore decision making.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Read the following to the group and briefly discuss anything that is not clear. Then have the group follow the instructions that follow.

Decisions are made:

--When goals need to be accomplished
--During the problem solving process
--When action is implemented
--After action is complete and results are evaluated

Goals

Decisions are made to accomplish goals. Goals can usually be accomplished in several different ways. Decisions need to be made when a choice exists between two or more actions that will achieve the goal.

For example, when you have missed the bus for school, you need to decide what action you will take. Will you wait for the next bus, walk, call home for a ride, or take a cab?

Steps in Decision-Making

When a problem exists, you must take certain steps to make good decisions about that problem. Attention to each step is important throughout this process.

--Defining the problem
--Getting information
--Listing the alternatives for solving it
--Weighing the alternatives
--Deciding on action
--Taking action
--Evaluating the results

In order to take action, you must first take specific steps. Let's take an example of a group of four people who are all very hungry. They have decided that they want to go to a restaurant to eat. Before getting into the car to go they must decide where to eat, who will drive, and how long it will take. These decisions must be made before any action can be taken.

Select several decisions that the group can work through using the decision making process. They may be as simple as the one described in the paragraph above, or more serious decisions that are faced in the course of a lifetime. Have members outline the steps and determine the most appropriate way of carrying each decision out using the steps. Have them report the findings back to the whole group.

Interpreting: What are the differences in when decisions are made? What were the most difficult steps in the decision making process? How can this activity help you in the decision making process?

Learning Activity: **Running For The Gold**[8]
Leadership Skill: Making Decisions - process
What To Do: Conduct a resource hunt.
Focus: Group

Instructions for group leader:

Prepare sheets of paper for each team of three to four members. Each sheet will contain directions and clues to the "gold." To start, give teams the first sheet. When team members follow the directions, they will find the next sheet giving more directions, then the next, then the next, until they reach the "gold."

The clues are really short-term goals. Make up ones suitable for your group and setting. Examples:

1. Go to the kitchen, look in the bread box.
2. The garage has a small red box with your next goal in it.
3. Good for you, now you are ready for the outside world - The patio has one yellow plant.
4. You're almost there. You will find the "gold" under a rock by the big tree.

There could be a wrong clue. "Oops - made a mistake, go to the sofa." This could be used to illustrate that sometimes you can take a wrong turn but still reach your goal. Tell members they can get things done if they set a goal for themselves, and follow directions to achieve that goal. When they reach one goal, it's time to start the next one.

Interpreting: How does "running for the gold" compare to how we use goals in our lives? What short term goals cause you to "run" for resources? How have goals been steps to new goals? How does success in reaching one goal help you work toward another?

Learning Activity: **Saying No**[17]
Leadership Skill: Making Decisions - process
What To Do: Practice saying "no."
Focus: Group

Instructions for group leader:

Brainstorming with your group, form a list of the pressures teenagers face as they make decisions about their behavior. As is appropriate and necessary, define terms such as "peer pressure," "influence," "alternative," "consequences," and discuss the meanings of related feelings such as frustration, confusion, irritation, anxiety, relief, and satisfaction.

Post both the list of pressures and the definitions of related terms and feelings.

Break members into groups and have them choose a "pressure" to discuss. Have each group spend about 15 minutes talking about the decisions they make and the factors that influence their choices. Suggest that members use the posted lists as a source of ideas and assistance in their discussion.

Ask members to write free-style poems, songs, skits, or prose about the feelings they experience when they say "no" to a friend. Encourage members to share and discuss their work with their small group, and then have them make presentations in front of the whole group.

Note the pressures and feelings members mention most in their writings and compare them with the original lists developed.

Interpreting: Were you able to brainstorm a variety of "pressures?" How were the members able to portray the "pressures?" What methods were used to show ways of saying "no?"

Learning Activity: **Characterization Role Play**[17]
Leadership Skill: Making Decisions - process
What To Do: Play a role.
Focus: Group

Instructions for group leader:

Take a look at the reading assignments you have at school. Choose one or two situations that involve decision making. Identify the characters who are trying to influence one another.

Write a short piece on the main characters and a brief overview of the situation. Have several people role play each character, focusing on both the pressure and the decision. Encourage the players to change the endings.

Interpreting: What impact did the alternative endings have on the plot and theme of the story? What pressures did you feel? What else happened? How often do you find that decisions are themes of stories in literature?

Learning Activity: **Word-Letter Problem-Solving**[14]
Leadership Skill: Making Decisions - process
What To Do: Explore group problem solving.
Focus: Group

Instructions for group leader:

This activity is a problem-solving experience that can involve from 12 to 20 members. It can take up to one and a half hours.

The following materials are to be complied according to the "Directions for Preparing Word-Letter Envelopes" listed below:

1. A large manila envelope.
2. Two letter-size envelopes that will fit inside the manila envelope.
3. An overall "Word-Letter Instruction Sheet" to be placed inside the manila envelope.
4. A "Letter Task Instruction Sheet" and 21 3" x 5" index cards to be placed inside one of the smaller envelopes.
5. A "Word Task Instruction Sheet" and six 3" x 5" index cards, to be placed inside the other letter-sized envelope.

Participants should sit in a group or group arrangement so that inner group has a table or floor space to work on and the outer group can see and hear the process clearly.

Begin with a brief introduction, indicating that work groups often have tasks that are not well defined and that there is a process they go through to:

1. Decide what the task is
2. Perform it, and
3. Determine when it is completed

Inner and outer groups are chosen so that the two groups are of about equal size. Tell the groups that they will change positions when the first group has completed its task.

Directions for Preparing Word-Letter Envelopes

Inside a large (9" x 12" or larger) manila envelope, place two smaller envelopes and an instruction sheet stating:

"This envelope contains two envelopes. One of the envelopes contains a letter task and the other a word task. Your job is to choose one of the two tasks and do it."

One of the two sealed envelopes is marked "Letter Tasks" and contains:

Three 3" x 5" index cards marked A
Three 3" x 5" index cards marked B
Three 3" x 5" index cards marked C
Three 3" x 5" index cards marked D
Three 3" x 5" index cards marked E
Three 3" x 5" index cards marked F
Three 3" x 5" index cards marked G
and an instruction sheet stating:

"This envelope contains cards on which letters of the alphabet have been printed. Your task is to arrange these cards."

The other sealed envelope is marked "Word Task" and contains:

One 3" x 5" index card marked A
One 3" x 5" index card marked BEST
One 3" x 5" index card marked DO
One 3" x 5" index card marked CAN
One 3" x 5" index card marked EAGLE
One 3" x 5" index card marked FAIRER
and an instruction sheet stating:

"This envelope contains cards on which words have been printed. Your task is to arrange these cards."

All envelopes are to be sealed before they are given to the participants.

Interpreting: How did the group decide what the task was? Were there certain individuals who took action, or did not become involved? At what speed did the group work? How well do you think your group performed it's task? When did you know the task was completed? Was there a performance difference between the observed group the first and second time? What observations did the group have?

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Learning Activity: **Role Playing**[14]
Leadership Skill: Making Decisions - defining problems
What To Do: Role play decision making.
Focus: Group

Instructions for group leader:

Role-play situations are related to decision making. The following is an example, but you may want to develop your own situation descriptions. You will need three people to play the parts. Read the situation to the members, then have the actors start the role-play.

To Go or Stay

A high school 4-H'er and her parents are trying to decide if she should go to a 4-H International Exchange. It will cost the family about $2,000 for the six-week exchange.

Role A: High school 4-H'er. This exchange trip would be the experience of a lifetime. You are proud of your 4-H work and feel you deserve the trip. You realize it will be expensive, but are willing to work this summer to help pay expenses. You have never traveled out of the country before.

Role B: Father. You realize this trip is an honor and good learning experience. But business has not been good and you really can't afford the trip. You are concerned with the practical aspects of the trip such as flights, costs, new luggage, personal expenses, passport costs, gifts for families, etc.

Role C: Mother. You would like your daughter to go but you realize the strain on the budget. You want to know more about the purpose of the trip, the chaperons and other arrangements. Your daughter has never been away from home for this long before.

Interpreting: How do the decision-making steps apply in this situation? How do we define the problem? What information was available (or still needed)? What alternatives were available? Were there important differences in the alternatives? What was finally decided? How would it finally work out?

Learning Activity: **Bean Jar Exercise**[14]
Leadership Skill: Making Decisions - gathering/weighing information
What To Do: Make a group decision.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce the exercise as focusing on the accuracy of a decision made by different combinations of people. Then set a large jar of beans in front of the participants. (You need to know exactly how many beans are in the jar.) Tell the participants they will be asked to estimate how many beans the jar contains.

Have each person, working individually, estimate the number of beans. Record the estimates.

Have the participants pick a partner and work out a system for estimating how many beans are in the jar. Again, record their estimates.

Have each pair join another pair, and the four person teams estimate the number of beans. Record their estimates.

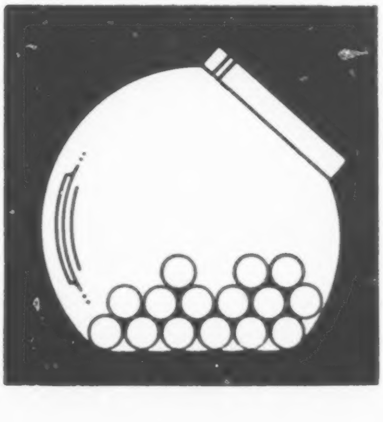
Have those groups pick another foursome, and estimate the number of beans as a group of eight. Record their estimates.

Have the groups of eight pick another group, and the 16-member groups estimate the number of beans. Record their estimates.

Ask for the final estimates and then tell the participants the number of beans in the jar. In groups of eight, ask the participants to discuss their experience, how they felt while making the decision, and the way in which they operated in the groups.

Finally, ask the groups to build a set of conclusions about the effect an increasing number of members has on the accuracy of a group decision? Why did the number of members influence decision accuracy the way in which it did. The conclusions are shared among the participants.

Interpreting: How much did the decisions change from the first estimates to the large group estimate? Why did members change after talking to others? Which estimates were most accurate? What conclusions can be drawn from this?



Managing

As you work with larger groups, management skills become more critical. To help groups use the resources available to achieve goals careful planning is required.

You'll note that many of the activities in this section relate to planning. Don't miss the opportunity to work on planning skills. They'll be useful every time you work with a group.

Developing Goal Statements
Writing Project Goal
Resource Concentration
Skill Inventory
Instant Replay
Plan Your Day
Variations In Standards
Changing Standards
Idea Charting
Standards For Success
Generating Program Ideas
Long Range Planning
Placing Priorities

Learning Activity: **Developing Goal Statements**[14]
Leadership Skill: Managing - goal
What To Do: Develop group goals.
Focus: Group

Instructions for group leader:

The objective of this exercise is to help members become more clear in their group goals. The exercise may help a group trying to set clear goals.

Subjects for discussion are developed by completing one or more of the following statements — especially the first one. Have members work in groups of three to complete these statements, which are written on newsprint:

1. I came to this group because...
2. This group aims to...
3. I wish this group would...
4. I want our group to become...

Then ask each group to develop a list of outstanding activities of this group. What has it accomplished? What makes it special?

Finally, ask each group of three to develop a one-sentence statement that summarizes the group's goals.

Have each group write this information on newsprint as a goal statement. These are to be posted and shared by groups.

Members should move individually to each goal statement, read it, and write a number on the sheet (using a scale of 1-9) to indicate how nearly this goal statement approaches what they would accept for the group goal. Indicate high agreement with 9, low with 1.

When all members have indicated their degree of acceptance of each goal, have the group examine the sheets and indicate whether any of the goals have high enough acceptance to become the group's goals.

Interpreting: How willing were group members to express what they wanted? What kind of variety was found between the groups? What conclusions did the whole group develop? Did this activity help the group find some new goals that all could accept?

Learning Activity: **Writing Project Goals**[8]
Leadership Skill: Managing - goals
What To Do: Practice setting goals.
Focus: Group

Instructions for group leader:

Give each member a piece of paper, a pencil, and one 3" x 5" card. On the card, have members list activities they are interested in and what they would like to do and learn this year. Then have members check one thing that they are sure they are going to do for a special project this year.

Have members set goals for this project by filling out the 4-H Planning Sheet. Have them think about things they would like to do, and what they need to learn to do them. List these things as goals on the record.

Explain that goals help people do and get what they want. They have several parts:

- What you are going to do or learn
- How you are going to do it
- When you will do it
- Who or what will help you (resources)

Tell the group:

> "Setting goals and making plans are the first steps in a 4-H project. A clearly written goal will easily tell others what you are planning to do. If your goal has the four parts (which include the answers to what, how, when, who), you will know when you have planned your goal well."

Have the group share their 4-H Planning Sheets. Talk about the goals and how well they have answered the questions.

Interpreting: How did answering the what, how, when, and who help with goal setting? In what way does goal setting give you a direction?

Learning Activity: **Resource Concentration**[15]
Leadership Skill: Managing - resources
What To Do: Use your memory.
Focus: Group

Instructions for group leader:

Resource Concentration is a game that uses memory to focus attention on resources around us. Plan your meeting in a room that has several examples of resources in it. For greater variety, add some things to those in the room. Ten items that might be easily available are a wrist watch, a dime, a comb, a telephone directory, a book, a pencil, a plant, a framed picture, and a chair.

Resources such as time, community services, natural resources and space can be included in the game by using pictures or by writing examples on note cards. Playing the game outdoors may add variety to the game. You can encourage more group participation by asking players to contribute items from their pockets or purses to include in the display.

Discuss resources that are available. Awareness of such things as money, information, community services, material things, natural resources, time, space and people are valuable and will help reach goals.

Have group members walk around the room one time to observe the resources available, or place several items on a tray and pass it around. After one to five minutes ask each person to write down (by recall) all the resources he or she saw. You may give hints by using the general categories, such as the names of the seven resources around them (money, information, community services, material things, natural resources, time, and space).

For an additional challenge, ask the members with the most points to name the type of each resource on display. For example, a wrist watch is an example of a material resource.

Interpreting: How well did you recall the resources?
Which resources are usually overlooked?
How could this activity be changed?

Learning Activity: **Skill Inventory**[14]
Leadership Skill: Managing - resources
What To Do: Identify skills.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Draw a line down the middle of a chalkboard or newsprint. Label one side "individual," the other "group."

Ask members to think about themselves and what each person does well. Ask them to identify skills or talents that they, or others in the group, have as individuals. These are listed on the "individual" side. You may have to ask, "Are we being too modest?"

Then ask the group to identify skills or talents the group has collectively such as listening, following directions, showing appreciation, etc. List these on the other half of the chart.

Now have the group brainstorm ways that it could use its skills to help the community.

For a variation on the above:

1. A specific community need, worthy cause, or possible program could be named first. Follow with the skill inventory and discussion of contributions the group can make to that specific program area.

2. An interest inventory could be taken. "What kinds of services we would like to be able to provide?" could be asked. After listing these, the group could identify one or two as priorities and then brainstorm how members could obtain the necessary skills.

Interpreting: What individual skills were alike? How could these skills be best used? How useful was it to have the whole group brainstorming individual as well as group skills? Does this activity strengthen group interest and commitment to a project?

Learning Activity: **Instant Replay**[15]
Leadership Skill: Managing - planning
What To Do: Review management ideas.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

With members of the group, review managing ideas that have been learned or are listed below:

* Resources help you get the things you want.

* Three are two kinds of resources:
  Those within you
  Those around you

* The resources within you include:
  Go Power
  Physical Skills
  Brain Power
  Talents
  Time
  Space

* The resources around you include:
  Money
  Information
  Community Service
  Material Things
  Natural Resources
  Time
  Space

Ask members to use the Yellow Pages from a local telephone book to identify several examples of each of the resources listed above. See how many community services can be identified and categorized. Remember that many resources overlap. Have members determine what they would want to know if they were just moving into a community. If parents or others attend the meetings, invite them to participate too.

Interpreting: How are resources used in decision making? Which resources can be substituted better than others? What would help to expand or improve the resources a person has? How could a community best help those who need to know what resources were available to them?

Learning Activity: **Plan Your Day**[3]
Leadership Skill: Managing - planning
What To Do: Practice planning a day.
Focus: Group

Instructions for group leader:

This is a game that reinforces basic principles of time management. Each group participant is asked to plan his or her day using squares of paper on which some activity is written. Twenty-four squares are placed in an envelope, each square representing one hour. One envelope containing 24 "hours" is given to each participant. They are told this is their day — the activities they get are what they will be doing in their next 24 hours. If they are not pleased, they should try to swap activities for something they do want to do. Allocate five to ten minutes to plan a day.

When making up the envelopes, be sure everyone has some of the basics...sleeping, eating, etc. Some may have more than others.

Suggested activities:

Sleep
Work on Computer
Phone a Friend
Shop
Wash Hair
Listen Radio
Wash Car

Read
Get Dressed
Sew
Watch TV
Visit A Friend
Go To A Movie
Study

Eat
Window Shop
Clean House
Read A Book
Go To Doctor
Dust
Play Piano

Play Ball
Cook
Swim
Babysit
Snack
Talk to Parent
Write Letter

After completing the daily plan, ask for comments and suggest that some things MUST BE DONE. There are other things that were easy to trade, so it was easy to get to do other things. Sometimes we can plan a day, sometimes we can't.

Tell the group:

> "When we put the squares in order and organize the activities, they are meant to best fit. Some time is your time. Some time is for others."

Interpreting: When you wanted to trade, were there some things you wanted to get rid of more than others? Were there things you wanted to obtain more than others? How careful were you with the things important to you? How does this relate to days when we have more to do than we can accomplish?

Learning Activity: **Variations In Standards**[16]
Leadership Skill: Managing - planning
What To Do: Explore standards.
Focus: Group

Instructions for group leader:

Gather several food products, labels, cartons, etc., showing standards of grade or quality. Display and discuss how a grade standard is used by a producer, a retailer, and a consumer.

Ask a resource person to report on standards of weight, measure, safety, and sanitation, in your state. Find out why we have a set of standards for weighing and measuring items. How are the standards regulated and who is responsible.

Interpreting: Why are some standards always the same? Why do some standards change? What are the advantages and disadvantages of having the government set standards?

Learning Activity: **Changing Standards**[16]
Leadership Skill: Managing - planning
What To Do: Discuss why standards differ.
Focus: Group

Instructions for group leader:

Ask members to listen to several statements about personal standards. Ask them to raise both hands over their head if they feel strongly about the statement, to keep their hands at their sides if they have little or no feeling about the statement, and to raise one hand to shoulder height if they feel moderately strong about it. (Other methods would be sitting and standing, or moving to various parts of the room.)

Sample statements:

1. High schools should have a standard of dress that students will understand and abide by.
2. More food products should be labeled with a standard of grade or quality.
3. Teens should report another person they see shoplifting.
4. Consumers need to learn standards that give information about products they buy every day.

Encourage members to discuss why they differ in their feelings about standards in these statements.

Interpreting: How can standards be different for different people? What causes the difference in standards? When should standards be the same? What is the purpose of established regulations or standards?

Learning Activity: **Idea Charting**[14]
Leadership Skill: Managing - planning
What To Do: Plan new ideas.
Focus: Group

Instructions for group leader:

Idea charting is a way for groups to share and organize its ideas. The method employs the use of 3" x 5" cards or slips of paper on the wall to provide a highly visible organizational system. The system of using cards is very fluid, allowing easy additions, subtractions, and rearrangements as the process progresses. Furthermore, idea charting is inexpensive, and easily handled by any size group.

Proceed following the steps listed below:

1. Arrange the group in a comfortable, informal manner so that all can see and hear easily. Allow time to get acquainted.
2. Explain idea charting to the group, and how it is to be used in the meeting.
3. Identify the specific problem to be addressed by the group, and be sure it is understood.
4. Brainstorm ideas. Successful brainstorming requires that everyone in the group suggest ideas or solutions to the problem. It is helpful if people open their minds to all types of possibilities, even if they seem impractical.

The point is to get as many ideas as possible without evaluating them. Some can be dropped later if necessary. What may appear initially as a weak solution may later provide highly workable with additional discussion.

5. As each idea is suggested, it is written on a card, taped to the wall or pinned to the board. Don't quit too soon. Often the best ideas come out after the "easy" ones have been stated.
6. When the group has exhausted its idea reservoir, it is time to categorize the ideas into similar groups. Use a different color card to title each group of cards.
7. Discuss each idea at more length. At this time, the group may wish to eliminate some ideas. Some may fit together. Rank the other cards by priority of importance and workability.
8. Discuss who will be responsible for the carrying out of each idea and write the name(s) on the card.
9. The group may wish to write out cards for a time schedule in an additional column on the board.
10. When discussion closes, take the cards down and clip them together. They are a good way to review and evaluate group progress at a later date.

Tips for the group leader

1. It is important that the group leader set the tone by showing that all ideas are accepted, rather than rejecting those that may not immediately have appeal.
2. Have two or more people jot down the ideas on cards during the brainstorming to speed up the process.
3. Help clarify ideas as they are discussed.
4. Avoid any discussion of ideas during the brainstorming since this will sidetrack the process.
5. Adapting idea charting to different steps is common. The example given is only one possibility. Feel free to organize the cards and add steps as appropriate for the purpose of your group.

Interpreting: What are the strengths of this planning method? How could this be adapted so those who are quiet make suggestions? How could these ideas help set goals? How can the cards of "accepted ideas" be used further?

Learning Activity: **Standards For Success**[6]
Leadership Skill: Managing - planning
What To Do: Report on standards.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask group members to collect and bring to the meeting several items that demonstrate:

1. Quality
2. Quantity
3. Performance
4. Achievement standards

Have members conduct a show and tell on standards for goods and services. Have them include information on how we can use these standards for measuring quality, performance of self in a situation, and group standards.

Members may also use examples describing standards or measures of quality.

Interpreting: What is a standard? How do you use standards? Why are standards helpful in daily life?

Learning Activity: **Generating Program Ideas**[14]
Leadership Skill: Managing - planning
What To Do: Fantasize about good groups.
Focus: Group

Instructions for group leader:

The objective of this activity is to provide a process that will help members think more creatively about program and group change. This is best used with a well established group. Its most strategic use is at a time when the group is in a rut, feeling that it is not living up to its potential for the members.

Inform the members that they are to come up with new ideas for program, and other changes that might be useful to the group.

Ask each member to imagine that the group has started growing now, and is doing things that are highly satisfying. The assignment is to write a description of the group as the member thinks it might be after a specific interval of time, such as three months or a year. In particular, the member is to describe a fantasy of some of the things the group will be doing. Allow 15 to 30 minutes for this step. You may read the following statement to members as an instruction:

> "It is our club meeting night next spring. You are excited because you get to ______________ (do something) tonight. You can't wait because you know you'll enjoy yourself and grow personally. Described what happens at the meeting."

Each person is to look at what he or she has written to determine the characteristics of the group he or she is concerned with, such as members and officers, friendliness, program, etc.

Split members into groups of three to share thoughts on program ideas.

Bring back all the ideas to the large group, and have the groups share. Record ideas on newsprint or chalkboard.

Assess the usefulness of the material that the process has produced. If the process has been successful, there should be some hints of programs that would be more meaningful to the members. There still remains the task of translating these ideas into reality.

For a variation of this activity:

1. Group ideas together according to the member's areas of concern (by projects, sex, committees, how the club is organized, etc.)

2. Ask members to describe specific things about the group at a future date. The following set of questions might be used:

    * Who will be in the group?
    * How many members will the group have?
    * How will the group be organized?
    * How will the meetings be different?
    * What are some of the things the group will be doing?
    * How will it feel to be in the group?

One of the reasons that members have a hard time thinking creatively about programs is that they tend to consider the group as they have know it as an unchanging model. It is difficult for them to think of the group doing things radically different. The projection into the future is an attempt to remove these constraints and to allow underlying feelings to surface. The time limits suggested are tentative and relate to the group's commitment to the tasks, the setting in which the exercise takes place, and the amount of time available.

If the members agree on what they want their group to be like at a future point, they may plan backward to get there.

Interpreting: How did the group members vary in their descriptions of the group? How were their expectations similar? How adequately did the members express their thoughts? What new and useful ideas were generated for the program? Did traditions of the group get in the way of fresh ideas?

Learning Activity: **Long Range Planning**[2]
Leadership Skill: Managing - planning
What To Do: Plan the club program.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have the group divide into smaller groups. Explain that each group is to develop a three to five year projection for the club. Where will the club be in five years? Who will lead? Who will belong? What will they be doing?

Members could also do a three to five year projection on their personal lives. Where will they be in five years and what will they be doing? Have each small group report on the club projections, and have selected members report on their personal projections.

Take each question separately, allow time for discussion, and report back. You may wish to post the report back so all can see. When you are finished with one question, proceed to the next. Allow for questions and discussion.

Interpreting: What benefits are there from total group involvement in program planning? What similarities (or differences) were there in the reports? How was this discussion able to deepen your involvement level? How can these projections help the group decide this year's priorities?

Learning Activity: **Placing Priorities**
Leadership Skill: Managing - planning
What To Do: Decide what is important.
Focus: Individual

Leadership

Instructions for the individual:

This activity may be used for planning an entire day.

Make a list of the things you have to do each day. Your list should be made at the beginning of the day or the end of the previous day. Rate items on your list in order of importance:

A) most important
B) second most important
C) third most important

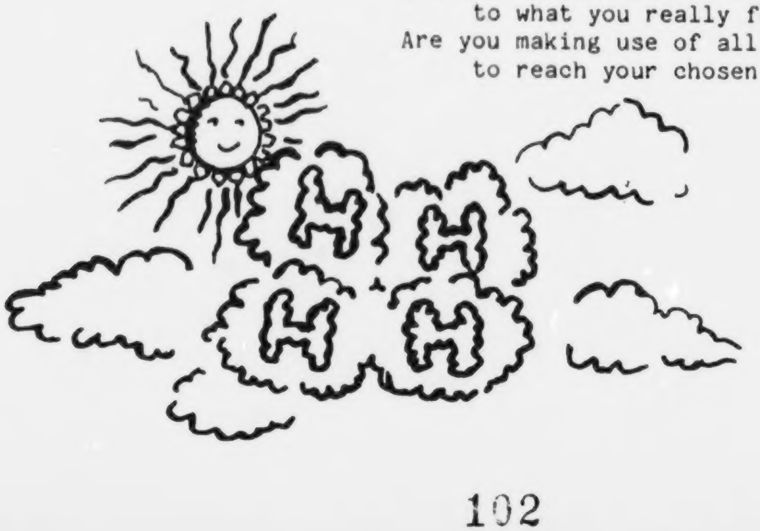
Begin the day by doing the A items. Do not move on to B items until all A items are complete. Do B items next and C items last. Even if you do not accomplish all of the items on your list, you will have done the more important. How would a day be organized if this guide were used.

Plan a day using this guide.

Interpreting: In what ways could this help you accomplish your goals? What happens if you don't get to the bottom of the list? How could this be applied to other things you do?

- REMEMBER -

Goals are destinations you're trying to reach,
targets you're aiming at.
Do you have a clear idea where you're heading?
Are the goals you're now working toward related
to what you really feel is important in life?
Are you making use of all the ways open to you
to reach your chosen goals?



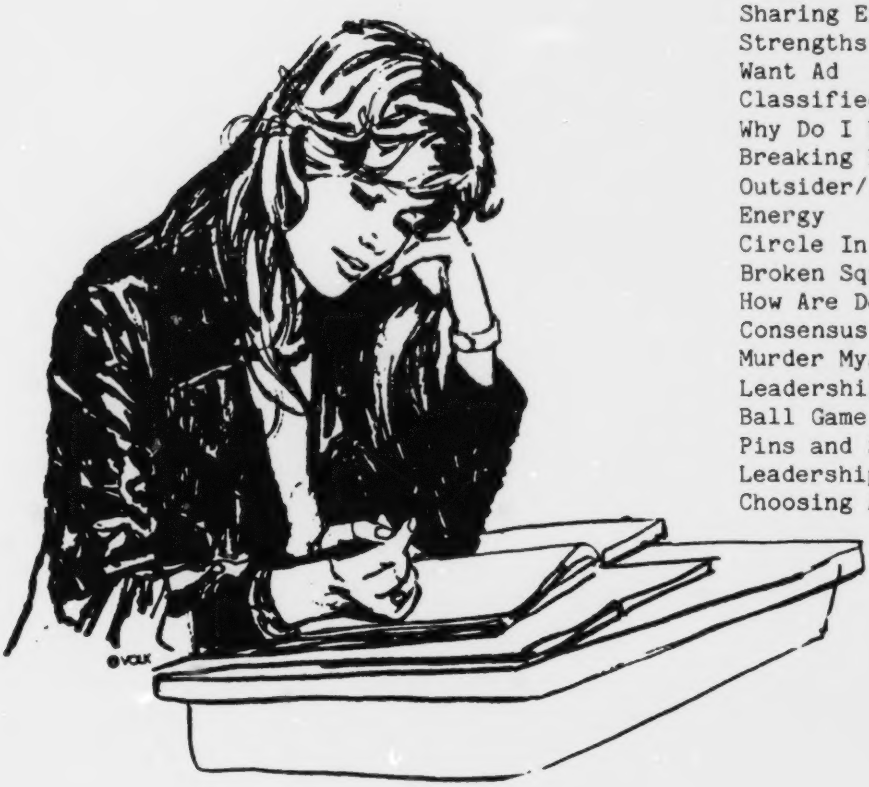
Working with Others

Since Book IV of Leadership: Skills You Never Outgrow is designed to help you learn the skills you need to take responsibility for leading groups, you might expect a lot of learning activities in this section. You won't be disappointed.

You have opportunities to examine how groups work. You can explore how the leader's behavior influences the group's behavior by analyzing and exploring leadership styles and learn when the use them.

You'll learn how to create good group environment by focusing on group members needs and motivation. And you'll develop your skills in helping people work together cooperatively and make decisions through consensus. These are tough skills to learn, but you'll find the results very rewarding as you lead groups.

The Car Wash
Blockers & Builders
Situational Geography
Strengths Target
Group Rules
Group Roles
Role Discovery
Labels
Effective Groups
Trust Words
Group Climate
Sharing Expectancies
Strengths Bombardment
Want Ad
Classified Ad
Why Do I Do It?
Breaking Balloons
Outsider/Insider
Energy
Circle In The Square
Broken Squares
How Are Decisions Made?
Consensus Building
Murder Mystery
Leadership
Ball Game
Pins and Straws
Leadership Behavior
Choosing A Color



Learning Activity: **The Car Wash**[2]
Leadership Skill: Working with Groups - environment
What To Do: Show your good feelings about others.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

This activity is designed to build group cohesiveness and help members to feel good about themselves and each other. It is recommended that not more than one or two people be run through the "car wash" experience at a time, so that responses will be fresh, personalized, and enthusiastic.

Line up the entire group in two parallel lines, close together and all facing forward. Have members think of car washes they have seen, how shiny and new looking even the oldest, most banged up cars look when they come out. Ask for a volunteer -- maybe someone who is feeling down or blah who'd like to come out all shiny and new feeling. Or it may be someone the group decides they'd like to give a good feeling to.

Explain that the member will be sent through the "wash" (between the lines), and everyone will touch him or her with handshakes or pats on the back, and say words of praise or caring or encouragement. Be sure students are caring and considerate.

Allow the "cars" to proceed through the wash one at a time.

Interpreting: Washers, what would you share about giving that "car" all that special treatment? Cars, did you feel as new and shiny as you looked when you came out of the car wash?

Learning Activity: **Blockers And Builders**[2]
Leadership Skill: Working with Groups - environment
What To Do: Discuss in groups.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Make copies of Blockers and Builders cards included below. A different role card should be prepared for each member of each group.

Hand out a role card to each member. Divide members into groups of eight. Tell them not to share their card with the group. (If you have groups of seven, delete role 5). Explain that their school has agreed to let them spend a day together doing something outside school, if they can decide in the next 10 minutes how they will spend that day.

After 10 minutes, stop the small groups and begin a group discussion.

Interpreting: Were all group members trying to reach a decision? Were there any behaviors that blocked the group from reaching a decision? What were the results of the blocking behaviors? How did members who were "blockers" feel in their role?

#1 You are negative about any and all ideas	#2 You want your idea to be the idea. You won't listen to any others or change your idea.
#3 You are positive about all your ideas.	#4 You are the negotiator—try to get everyone to agree by compromise.
#5 You put down any ideas.	#6 You don't want to get involved.
#7 Be yourself.	#8 Be yourself.

Learning Activity: **Situational Geography**[19]
Leadership Skill: Working with Groups - environment
What To Do: Discuss a topic.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Arrange chairs in the room so all participants are seated around a large table, except for a few who are seated outside of the group. Conduct a group meeting as usual or discuss some topic that the group is interested in.

Afterward, discuss the impact of physical location on a person's participation in group processes.

Interpreting: How did members around the table react? How did the outsiders react? Were attempts made to overcome the physical setting? How long did it take participants around the large table to become concerned about the others? How can this experience be applied to everyday experiences?

Learning Activity: **Strengths Target**[2]
Leadership Skill: Working with Groups - environment
What To Do: Discuss member contributions
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

For this activity you will need to make and give to each member a "Strengths Target," which is simply a bull's eye target drawn on a sheet of paper.

As a large group, compile a list of strengths that different people bring to a group, such as the ability to create, to clarify, or to summarize. Make the list where all can see it.

Give a Strengths Target to members and ask them to individually list in the center the one greatest strength they bring to the group. After a few minutes, ask them to list in the outer ring of the target other strengths they bring to the group. After a few minutes, ask them to list outside the target areas where they look to other group members' strengths. After a few minutes, ask them to share in a small group and identify the greatest strength of the group and the area where the group may need the most help.

Interpreting: How does a group work best? How could a group be improved using these ideas?

Learning Activity: **Group Rules**[2]
Leadership Skill: Working with Groups - environment
What To Do: Discuss group rules.
Focus: Group

Instructions for group leaders:

Sometimes it is important for a group to sit down and, through a series of questions, discuss issues critical to the group. These questions are designed to help a group set rules for itself. It is not necessary to use these questions like a cookbook; it is the direction in which the questions take members that is of value.

Have members sit in a circle. Make one request for this discussion: that people listen and not interrupt each other.

Discussion questions:

a. How do you feel when someone takes something of yours? Members will say it makes them feel bad, angry, sad, etc. (Make sure everyone who wants to respond to the question gets the change to do so, but does not feel forced to do so.)
b. What keeps people from taking things from other people? (Members will mention rules, fear of retaliation, laws, etc.)
c. What would happen if we had no rules or laws? (Bedlam, chaos, no rights, couldn't keep anything.)
d. Would not having laws or rules make any difference? (Members make value judgments, hopefully, deciding rules are necessary.)
e. If we say we need rules to protect our individual rights, what rules should we have in here? (Members and leaders develop a set of rules all can live with.)

Rules should be few and simple. For example:

1. One talks at a time.
2. Speak about self, not others.
3. Respect someone's right to remain silent.
4. What is said in the group remains in the group.
5. Show genuine appreciation.

Interpreting: How hard is it to follow rules set up by others? What about our own rules? How do people go about changing or adding to the rules?

Learning Activity: **Group Roles**[18]
Leadership Skill: Working with Groups - environment
What To Do: Try new roles.
Focus: Group

Instructions for group leader:

Start this activity by reading the following material to the group:

In any group the members assume different roles, several of which have been determined to be necessary for an effective group. These roles may be assumed by separate members or shared by various members at different times. In many cases one or more of the members may fulfill more than one role.

Because every group has both task (getting a job done) and maintenance (get along with one another) functions, some of the essential roles are task-related (in that they help a group to accomplish things), and some are maintenance related (in that they encourage the participation of the members).

Task roles include:

- Initiator: Proposes task, goals, or actions; defines group procedures.
- Information seeker: Asks for clarification of facts; requests facts pertinent to the discussion.
- Opinion seeker: Asks for clarification of the values pertinent to the topic; questions values involved in the alternative suggestions.
- Informer: Offers facts; expresses feelings; gives opinions.
- Clarifier: Interprets ideas or suggestions; defines terms; clarifies issues before the group; clears up confusion.
- Summarizer: Pulls together related ideas; restates suggestions; offers decisions or conclusions for the group to consider.
- Reality tester: Critically analyzes ideas; tests ideas against data to see if they would work.
- Orienter: Defines the position of the group with respect to its goals; points to departures from agreed upon directions or goals, raises questions about the directions pursed in group discussions.
- Follower: Goes along with the movement of the group; passively accepts the ideas of others; serves as an audience in group discussion and decision making.

Maintenance roles include:

* Harmonizer: Attempts to reconcile disagreement; reduces tension; gets people to explore differences.

* Gatekeeper: Helps to keep communication channels open; encourages the participation of others; suggests procedures that permit sharing remarks.

* Consensus taker: Asks whether the group is nearing a decision; sends up "trial balloons" to test possible solutions.

* Encourager: Is friendly, warm, and responsive to others; indicates by facial expressions or remarks the acceptance of others' contributions.

* Compromiser: Offers compromises that yield status when his or her own ideas are involved in conflicts; modifies in the interest of group cohesion or growth.

* Standard-setter: Expresses standards for the group to attempt to achieve; applies standards in evaluating the quality of group processes.

It can be useful for a group to determine which roles are fulfilled by which members. If certain roles appear to be missing, the members can plan to incorporate the associated behaviors into their group activities. In addition, determining roles allows the members to form a clear perception of their value to the group, and they can consciously build on the positive behaviors that they naturally exhibit, thereby helping the group to realize its potential.

Develop a discussion topic for 8-12 people. Print cards with the task roles and definitions. Ask each member in the discussion group is asked to read one task role and assume that role during the discussion. Encourage others to observe and take notes on the discussion.

After 10 minutes have the group close discussion. Ask observers to comment on what they said, staying with the task roles as much as possible. Then ask discussion group members to make comments both about their role and the discussion group. They may reveal their role assignments.

Conclude with a discussion of maintenance roles and identify how those roles were shown during the discussion.

Interpreting: How can one person easily have more than one role? What happens when the task or maintenance roles are not filled? How can this knowledge help us as we work in groups?

Learning Activity: **Role Discovery**[21]
Leadership Skill: Working with Groups -
environment
What To Do: Try new roles.
Focus: Group

Instructions for group leader:

In the study of leadership, we look at leadership as a series of functions performed in a group. These include task function, those that help a group do its work, and maintenance functions, those that maintain the group as a working unit. Each person who has been effective in groups has undoubtedly played these roles without being aware of it.

Studies have shown that some people perform some of these roles better than others. In fact, many people become rather proficient in some of these roles and tend to perform them in most of the groups to which they belong. Few perform all of these roles, and most certainly do not perform all of them equally well.

This exercise is to help members discover which task and maintenance roles they tend to play -- which ones come most easily and naturally.

Divide the members into groups of 10 or 12. Half of the group should be sitting around a table working on a task and the other half should be observers. Each observer selects one member of the group to observe and sits in a position to watch that person's face as he or she speaks. Make copies of the checklists on the following pages and distribute to the observers.

The members in the center should have a specific topic of interest to them on which all members are qualified to speak. The topics should be stated in the form of a question and should call for a solution by the group. The problem should be simple and solvable in 12-15 minutes, for example:

a. How shall the group finance the refreshments of these meetings?
b. What recognition, if any, should be given to the members who complete the year?
c. What time of year would be best for the fair to be held?
d. What can we do to give new leaders a truer picture of their task?

You should have several questions prepared in advance for the group to discuss? They should be of interest to the group and all members should be qualified to participate. Write the questions on newsprint so the group is clear about topics.

The group at the table tries to solve the problem working as a group without selecting a chairman. In this case, the group is so small it does not need a chairman, and the purpose is to discover what roles a person tends to play in an informal group.

As the discussion proceeds, each observer, having a copy of the task and maintenance functions, listens to what is said by the person he or she is observing, and make a check after the function the person performed whenever he or she speaks. If the function was the first of its kind, or changed the direction of the group, or helped the group make progress, circle that check.

"After the problem is solved or time is up, or each person has spoken six or seven times, close the discussion. Then the observers go to the one they were observing and share the functions he or she performed in the discussion. They may wish to talk over the member's participation in the group.

Task Functions
Record with a check when member performs this function:

1. Initiator: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

2. Information seeker: Requesting facts; seeking relevant information about a group concern.

3. Information giver: Offering facts; providing relevant information about group concern.

4. Opinion seeker: Asking for expressions of feeling; requesting a statement of estimate; soliciting expressions of value; seeking suggestions and ideas.

5. Opinion giver: Stating a belief about a matter before the group; giving suggestions and ideas.

6. Clarifier: Interpreting ideas or suggestions; clearing up confusion; defining terms; indicating alternatives and issues before the group. (Listening closely is one sign of a Clarifier.)

7. Elaborator: Giving examples; developing meanings; making generalizations; indicating how a proposal might work out if adopted.

8. Summarizer: Pulling together related ideas; re-stating suggestions after group has discussed them; offering a decision or conclusion for the group to consider. (Listening closely is one sign of a Summarizer.)

Building and Maintenance Functions
Record with a check when member performs this function.

1. Encourager: Being friendly, warm, and responsive to others; accepting others and their contributions; giving recognition to others.

2. Feeling-expresser: Sending and expressing the feeling of the group; calling attention to the group's to ideas and suggestions; sharing personal feelings with other members.

3. Harmonizer: Attempting to reconcile disagreements; reducing tension through "pouring oil on troubled water"; getting people to explore their differences.

4. Compromiser: Offering compromise by yielding status; admitting error; disciplining himself or herself to maintain group cohesion.

5. Gatekeeper: Attempting to keep communication channels open; encouraging the participation of others; suggesting procedures for sharing opportunity to discuss group problems.

6. Standard setter: Expressing standards for group to achieve; applying standards in evaluating group function and production.

7. Consensus tester: Asking for opinions to find out if group is near a decision; sending up a "trial balloon" to test a possible group conclusion.

8. Follower: Going along with movement of the group; accepting ideas of others; serving as an interested audience.

9. Listener: Explaining when necessary an item that was not clearly heard.

Interpreting: How many different roles were played? What task functions or maintenance functions were carried out by many people? Which ones were not done by anyone? What does this teach us about groups?

Learning Activity: **Labels**[2]
Leadership Skill: Working with Groups - environment
What To Do: Try a different opinion.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Make copies of the labels printed on the next pages so there is a label for each member. (Note: There are two different sets of labels.) Use one set for a given group. Before the session prepare a label (from one list) with tape for each member, or make headbands or hats with labels on them.

At the start explain that often because of labels that people put on us, they limit our participation in a group. Place a label on each student so he or she doesn't know what it says. Ask members to walk around and talk with as many others as possible, but to respond to the labels, not the people.

After 5-10 minutes, depending on the group, stop and discuss.

Interpreting: How was this experience for you? What does this activity tell you about labeling people? What happened to you - the person - when others responded to just the label? How did you feel?

LABELS, SET 1

COMEDIAN:	laugh at my idea
EXPERT:	seek my advice
IMPORTANT:	defer to me
STUPID:	treat me like I was a dummy
LONER:	ignore my ideas
OUTSIDER:	treat me with distrust
HELPLESS:	give me positive support
LOSER:	pity me
STUTTERER:	what I say doesn't make sense
OVER-EMOTIONAL:	comfort me

LABELS, SET 2

Listen to me and get me to talk.

Tell me I'm OK

Ask me about myself.

Yell at me.

Put me down.

Ignore me.

Look at my shoes as you talk to me.

Tell me I'm not OK

Talk at me when I'm listening

Speak softly to me.

Don't let me say anything -- you talk.

Back away as you talk.

Walk away in the middle of my talking.

Look into my eyes as I talk.

Help me.

Pity me.

Support me.

Reinforce me.

Stay away from me.

Learning Activity: **Effective Groups**[21]
Leadership Skill: Working with Groups - environment
What To Do: Discuss what makes groups effective.
Focus: Group

Instructions for group leader:

In studying how groups work and what makes them effective, it has become possible to identify the important characteristics of effective groups. Listed below are 17 characteristics that contribute to making an effective group.

1. Has appropriate leadership in whick it is confident.
2. Gives evidence of concern for the welfare and growth of its members; pays attention to group processes that are supportive to the members.
3. Has a clear and shared image of its goals.
4. Has group goals compatible with individual goals.
5. Has high production goals - but achievable ones.
6. Has organization appropriate to the goals.
7. Uses the resources of all its members.
8. Has members capable of doing the tasks.
9. Has appropriate decision making procedures and authority.
10. Has appropriate problem solving techniques.
11. Deals openly with conflict.
12. Has a sense of priorities.
13. Has open, frank, and honest communication.
14. Has members who are open to the influence of each other.
15. Operates on a definite time schedule.
16. Evaluates results and processes periodically.
17. Has 8-12 working members.

Print each characteristic on a card and ask small groups to discuss one to four of them. On newsprint or in report form, each group should further define the characteristic, how it relates to group effectiveness, and what would happen if it were not included.

Interpreting: Is the list of characteristics complete? Which are more "task or content" rather than "process or people" oriented? What is the best way to help a group achieve these characteristics?

Learning Activity: **Trust Words**[19]
Leadership Skill: Working with Groups - environment
What To Do: Define trust.
Focus: Group

Instructions for group leaders:

Start the activity by reading to the members the following words about trust:

> Little happens in a group situation until the individuals learn to trust each other. Because of this, forming a climate of trust is one of the most important tasks in the group. In fact, the first crisis most groups face involves the ability of two individuals to trust each other. Trust is essential for groups to grow and develop.
>
> In order to help a group develop, one must learn to create a climate of trust, which reduces fears of betrayal and rejection, and builds the hope of acceptance and support. Creating a climate of trust involves self-disclosure on the part of everyone involved. A person who dares to entrust himself to others goes far to create a climate of trust in a group.

Have small groups discuss what trust is. Write on newsprint words or phrases that define what trust is. After defining trust, have the small group indicate what it is not.

Ask two small groups to join together so they share their ideas. Ask the new group to start a new sheet of paper. The topic they will discuss and take notes on is "How trust is developed in a group."

They may want to share a personal experience in which someone has either developed or destroyed trust. After discussion, groups may share with each other. Have the total group summarize about the role of trust in groups.

Interpreting: What is it like to trust another person? When are you being trusting and when are you not? When are you behaving in a trustworthy way and when are you violating someone else's trust? How do you recognize trust when you see it?

Learning Activity: **Group Climate**[21]
Leadership Skill: Working with Groups - environment
What To Do: Participate in group task.
Focus: Group

Instructions for group leader:

Ask for six members from the group to conduct a sample meeting. Announce that each person will be given instructions about adopting a specific type of behavior that may or may not be different from usual behavior.

Distribute the instructions on the following page to each member. The directions should be on cards for convenience. Those who don't get an assignment should work as observers, focused upon the feelings and activities of the six.

Design a task or assignment that will provide interest and stimulation. If the task is a real one for the group, it will work better. (Examples: How can our group become more caring about each other; how can we help involve quiet people.)

At the conclusion ask observers to tell everybody what they observed. Next have the observers focus on each member one at a time. They tell what they saw each individual doing that helped to create climate.

Then ask individuals to reveal his assignment. Distribute sheets to each person with definition of the six components of climate. Have them compare the sheets with the behavior they portrayed earlier.

Interpreting: What was the purpose of this activity? How would you summarize what a good climate is in a group? What would happen if groups understand these ideas very well?

Openness

You have a special assignment: to represent openness in the meeting; that is you are to behave the way you feel. If you are impatient, say so or otherwise so indicate. If you are pleased, let it be known. Be as open as you can in your response both to the content of the meeting and toward the other members.

Understanding

You have a special assignment to show the quality of empathic understanding. You are to make efforts to understand what others are saying and try to feel what they are feeling. Don't analyze or diagnose. Do try to tap in on their feelings. You can understand content by being a good listener and asking questions. You can tune in on feelings by being sensitive to all the clues a person gives you — tone of voice, posture, color, etc. Pay heed to your own intuition about how others are feeling. It's all right to probe if it seems warranted.

Esteem

You are to make efforts to communicate that you value other members. This assignment may put you in the position of playing a role. You communicate esteem to others when you pay attention to them, when you make efforts to understand, when you take them (and their feelings) into account when decisions are made, when you respect their views (even though you may not agree). You are to act on the basic assumption about others that each has a contribution to make, that each is a person in his or her own right; then they are likely to know that you value them.

Acceptance

You are being asked to show the quality of acceptance toward the other members of this group. You can accept people you don't like. You can also accept, without necessarily agreeing with, views different from your own. Even seemingly far-out ideas may have merit. If you can keep the door open to all contributions until they have really been looked at, and if you can help keep all the members as active participants in the group, you will help others feel acceptance.

Trust

You are to show as much trust in this group and its members as you can. Trust in the group can be indicated by faith that it will make a wise decision, by showing the members that you believe they are seeking the common good, by showing that you know your views are listened to and taken into account. Trust is shown when you dare to be honest knowing that you won't be punished, when you act without covering up and don't need to become defensive.

Caring

Often in groups the quality of caring for others is overlooked by task-oriented behavior. In this meeting you are to express caring (liking, warmth) for others whenever you may have these feelings. Examples of caring behavior: concern about people who are being ignored or left out, concern about what is happening to people whose ideas are not accepted, expressions of warmth addressed specifically toward an individual when you feel it.

Learning Activity: **Sharing Expectancies**
Leadership Skill: Working with Groups - needs
What To Do: Share your expectancies of the group.
Focus: Group

Instructions for group leader:

Pass out copies of "My Expectancies of this Group," which is printed below. Ask members to complete the left side (15 minutes). Then have the group form pairs. Have one person interview the other and fill in the right side of the form (10 minutes). Switch pairs so each person who was not interviewed is with person who was, and have the latter interview the former (10 minutes). When finished, all forms should be filled out on both sides.

Post ideas from answers 1-3 before the group. Go around the circle, each person adding one thing from their side until everyone feels that all items on their list are represented. Ask the group "how widely is this shared among the group?" Members may vote as often as they wish. Number 4 is for personal information.

Interpreting: How important is this kind of information for good group functioning? What benefits do you see? What goals did you have in common without knowing it before the discussion? How might this change?

MY EXPECTANCIES OF THIS GROUP

Fill In This Side First	Fill in during interview
1. List some of the things you hope this group might do or try to do this year. Be specific.	
2. List three things you hope to gain from the membership.	
3. List what you feel the group should expect of its members.	
4. List the special skills or leadership qualities you can use to help fulfill the expectancies above.	

5. Write a number between 1 and 9 in the space below indicating to what degree you feel the group will measure up to your expectancies on the basis of this meeting. 1 is low and 9 is high.

Number ________

Learning Activity: **Strengths Bombardment**[2]
Leadership Skill: Working with Groups - needs
What To Do: Share good ideas.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Divide the members into groups of five and give each five 3" x 5" cards. Ask members to write the name of each group member, including himself or herself, at the top of each card -- one name to one card. Ask members to write on each card, below the name, four good things about that person (including himself or herself). After members have finished, have the group turn its thoughts to the members, focusing on one individual while each person reads his or her list of good things about that person. Give that person the cards. Then move on and focus on the next person until each group member has been the subject of a "strengths bombardment" and has collected all of his or her cards. (Stress the importance of writing sincere comments, and receiving such compliments graciously.)

Call members back to the large group for discussion.

Interpreting: How did you feel about giving and receiving positive information? Do you feel differently now than when you first came into the room? How do you feel about others? How might this experience change how you work with a group?

Learning Activity: **Want Ad**[2]
Leadership Skill: Working with Groups - needs
What To Do: Prepare a newspaper ad.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

This activity is to help members think about what sort of person contributes most to a group. It should be used with groups that have spent enough time together that they trust each other and already have a sense of closeness. Have members get into groups of five and have each group choose a recorder. Give paper and pencil to recorder.

Tell the members:

Each of your groups have five (or ___) members. Think about your group, how you feel about each other, the sort of people you five are and are trying to become. Then ... imagine you have been told that each group will be enlarged by adding one member. Think about the kind of person you would like to join your group. Also think about what your group has to offer a prospective member.

Think about it silently for a couple of minutes, then discuss it among yourselves and compose a "Want Ad" to advertise for the sort of person you would like in your group. Have your recorder write out the "Want Ad" for your group, then we will get together and share our ads. You have 10 minutes, so begin thinking silently now.

Have students get back into a large circle. Have the recorder or anybody else read the group's "Want Ad" to the large group.

Interpreting: Did you think of any new group goals as you tackled this problem? What are they? Did you learn something new about yourself that you would be willing to share with the group?

Learning Activity: **Classified Ad**[2]
Leadership Skill: Working with Groups - needs
What To Do: Write a selling ad.
Focus: Group

Instructions for group leader:

The purpose of this activity is to have members think about their small group, the strengths they have both as individuals and as a group, and be able to "sell" themselves to the large group. Have members get in the same groups of five as in the "Want Ad" activity. Ask them to choose a recorder and give paper and pencil to recorder.

Tell the members:

> Your groups have met together several times. By now you should be fairly well aware of your own individual strengths, your group's positive characteristics, and the purpose behind all our activities. Think silently about these things, then after a couple of minutes discuss them with each other. What I want you to do is come up with a classified advertisement which begins: "Group available who..." Recorders should begin it with "Group available who..." You have 10 minutes, so now begin thinking to yourselves what kind of group you are.

Have everyone get into a large circle. The recorder, or someone else chosen by the small group, will read their ad to the large group. After all small groups have read their classified ads, discuss what happened.

Interpreting: What did you find in your group as you discussed your ad? Whose ad would you respond to? Would their ad make you want to hire them? Why?

Learning Activity: **Why Do I Do It?**[4]
Leadership Skill: Working with Groups - motivation
What To Do: Study motivations.
Focus: Group

Instructions for group leader:

Divide the members into groups of three to five people. Pass out to members the "Why Do I Do It Sheet" and ask them to select the five items that best answer the question, "Why do I participate in this group?" They can use a specific activity or project instead of the words "this group" (for example, "Why do I participate in this activity?"). Be flexible.

After the members have made their individual selections they should share them with the others in their small group, and explain the reasons for their selection. Each person is permitted to change his or her list. Then have them put aside the lists until later.

Give each subgroup one of the following problems to consider, or better yet make up some of your own. Give them 10 minutes to develop three ways they would motivate the person in the problem, and have them identify a few advantages and disadvantages of the methods they choose.

Sample Problem Situations:

* How would you get Greg to start attending meetings? (Greg has already missed three out of the last four meetings.)
* How would you get your brother and sister to stop offering your records and tapes to friends and relatives?
* How would you get your best friend to improve his or her wardrobe?
* How would you get your local representative to vote in favor of an upcoming legislative bill.
* How would you keep your friend from using drugs during the upcoming graduation ceremonies?
* How would you get a friend who is on your committee to stop working so hard and let you help before he or she burns out?

Have the recorder take down on sheets of newsprint a few words about some of the solutions each sub-group came up with.

Have the following questions ready on newsprint. Add a couple of your own or ones the group come up with. With a marker, write A, B, C, D (corresponding to the questions that follow) by each of the solutions the members brainstormed earlier, to indicate how they dealt with the problem.

A. Did you use the "carrot" (some form of reward)?
B. Did you use the "stick" (some form of power)?
C. Did you use some sort of outside influence?
D. Did you rely solely on the person?

Interpreting: What are the pros and cons of each method? What is the relationship between what you said motivated you and how you tried to motivate others? How might you use this knowledge in the future?

WHY DO ID DO IT SHEET

Think of an activity, project, or a group that you have been a part of in some way. Read through the following list and select five items that best answer the question, "Why do I participate in ____________?" Feel free to add your own items in the space provided.

1. I like it; it's fun.
2. It's easy for me to do it; I'm good at it.
3. I like the other people who are doing it.
4. I'm getting paid to do it.
5. I don't trust someone else to do it.
6. It's something that has to be done, and no one else is going to do it.
7. It's less objectionable than other things, so I'll do it.
8. People trust me doing it.
9. People respect me when I do it.
10. It gives me a chance to do something I can do well.
11. It's an important thing to do.
12. If I don't do it, there will be more trouble than if I did it.
13. I've been in on the planning, so I should see it through.
14. I enjoy having a responsibility like that.
15. It gives me a chance to do it the way I want to.
16. It's something I believe in.
17. I like working with the chairperson.
18. It's something that can help me develop new skills.
19. I may not be getting money but I'm getting something else.
20. If I do this, then I'll get ________________.
21. It's a good way to make new friends and meet important people.
22. It's something I've always wanted to do.
23. It will help a lot of people who really need it.

Learning Activity: **Breaking Balloons**[13]
Leadership Skill: Working with Groups -
cooperating and competing
What To Do: Play breaking balloons.
Focus: Group

Instructions for group leader:

Divide the group into teams. Give each team different colored balloons. Have each participant blow up a balloon and tie it to his or her ankle with a string. When you give the signal, the teams try to break one another's balloons by stepping on them. Each person whose balloon is broken is out and must leave the game. The last team with an unbroken balloon is the winner.

Interpreting: Discuss the cooperation and competition that took place. How did the team feel during the activity? What was frustrating about having a balloon broken? What were the attitudes of the participants who were "in" or "out?"

Learning Activity: **Outsider/Insider**[2]
Leadership Skill: Working with Groups -
cooperating
What To Do: Try a new role.
Focus: Group

Instructions for group leader:

Have members get into groups of five or six. Ask one member of each group to be the "outsider." Take outsiders aside and "coach" them on how to break into the group. They may not use any physical force, but may speak to the members any way they wish. They may reach under arms, tap on shoulders -- anything non-violent.

Next tell members of the groups that they may not respond verbally to outsiders' pleas or act. Have them plan how to keep outsiders out. They may relent and let the outsider in if they think he or she has somehow earned membership. Then bring in the outsiders.

Tell outsiders to try to break in. After two minutes, stop them and have someone else from each group become the outsider. Continue until each group member has been the outsider (unless you don't have time).

After each has had a turn as outsider, put everyone into a large circle and ask all outsiders who did not successfully enter a group to remain outside.

All at the same time outsiders try to enter the large circle. When all members are admitted into one large group, or after 10 minutes is up, form one circle and process.

Interpreting: How did it feel to be outside the group? How did it feel to be inside the group and keeping someone else out? Do you see any connection between this activity and real groups that you know of?

Learning Activity: **Energy**[26]
Leadership Skill: Working with Groups - cooperating
What To Do: Pass the energy in a circle.
Focus: Group

Instructions for group leader:

First, encourage members to express care for one another non-verbally during the activity. Also, explain the activity before you start. Have everyone sit in a circle and hold hands. Start by squeezing the hand of the person sitting next to you, and have him or her pass the squeeze or "energy" around the circle. People shouldn't talk, but should try to follow the energy around the circle.

Speed up the energy and slow it down. Tell everyone to close their eyes and pass the energy, following it in their mind. Explain that the exercise won't work if participants giggle. Comment on how the exercise goes. Congratulate the group if they cooperated with each other.

Interpreting: Could you follow the energy easily? How did you feel passing the energy to someone else? Do lots of people need to start more energy? Were there times when too many people started energy? What did the laughing mean?

Learning Activity: **Circle In The Square**[14]
Leadership Skill: Working with Groups - cooperating
What To Do: Play a game in pairs.
Focus: Group

Instructions for group leader:

Explain to the participants that they will have an opportunity to invest ten cents each in order to gain a greater return on their money. Emphasize that skill is all that is required to achieve this success. Collect ten cents from each of the participants (or have coins available).

Display on newsprint a chart with 36 squares. Explain that the activity will be done by pairs of groups, using the chart and felt-tipped markers. Do not use the word "team" or introduce the element of competition in the description of the activity. Explain that the activity will be done as follows:

1. Each group will use a different colored marker to draw a circle in a square during the group's move. Each group's objective is to complete rows (horizontal, vertical, or diagonal) of five squares marked with circles of the group's color.
2. A group will mark one circle in one square per move, and moves will be made alternately by the two groups.

3. Each group is allowed 30 seconds for each move; the move is lost if not made within that time.
4. Each group will be allowed ten minutes for a strategy session before the marking begins.
5. The activity will be completed when each group has had an opportunity to make 15 moves.
6. The return of the members' investment is based on the number of rows of five consecutive squares filled in by their group. (No mark can be counted in two different rows.)

Then divide the participants into pairs of groups and send them to their strategy meeting. Each group elects a "marker" who will draw a circle in the group's chosen square on the newsprint. The "marker" can confer with his group before each move but must stay within the time limit of 30 seconds per move.

Flip a coin to determine which group will move first. The groups then take turns alternately until each has had a chance to move 15 times.

When the game is over, score the activity according to the following chart:

Players per Group	Return Per Line Completed (3 lines maximum)
2-3 people	$ .10-.15
4-5 people	.15-.20
6-7 people	.25-.30
8 people	.35

Then pay the groups the return on their investments according to the chart. Any remaining money is distributed to the members of the "winning" group.

Interpreting: What did it mean to win? How did it feel to win? Why didn't the teacher try to spur competition? Did your group figure out how to create a win-win situation by not blocking the other group? Could win-win achievement work in other areas of life?

Learning Activity: **Broken Squares**[14]
Leadership Skill: Working with Groups - cooperating
What To Do: Work with a group.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Materials needed are a chalkboard, chalk and eraser, and individual tables for five people; one set of instructions for each five people and one for you; and one set of squares for each five people.

Tables should be arranged in advance with groups of five chairs around them, and a packet of the necessary materials on each table. The tables should be far enough apart so the groups cannot observe the activities of each other.

Have the members take chairs as they enter. If this is not practical, tables and chairs may be arranged after your introduction.

The instructions state:

> In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the leader gives the signal to begin, the task for your group is to form five squares of equal size. The task will not be completed until each person has before him or her a perfect square the same size as that held by others. The following rules apply:
>
> 1. No member may speak.
> 2. No member may ask another member for a card or in any way signal that another person is to give him a card.
> 3. Members may, however, give cards to other members.

Give the signal to begin. Observe the groups at work and collect data for questions during the discussion to follow. Other leaders present may help monitor, and if there are too many participants they may act as observers. It is usually necessary to monitor the tables to reinforce the rules.

When several groups have solved the problem or when time is up, begin a discussion of the experience. You may wish to let the groups discuss the activity among themselves before calling for general discussion.

You may wish to raise questions that relate to members' daily work experiences. Ask members the meaning of the word "cooperation," and have them give examples. Insofar as possible, stress situations within the groups.

Have the group try to develop some of the behaviors required for cooperation. On the blackboard, start with the following examples if you wish:

1. Each individual needs to understand the total problem that must be solved.
2. Each individual needs to see how he or she can contribute solving the problem.
3. Each individual needs to be aware of the potential contributions of other individuals.
4. Individuals need to see the other people's problems in order to help them make a maximum contribution.

It may help to draw concrete examples to illustrate each point. In summary, briefly stress the relationship of the activities to the points on the chalkboard.

Directions for Making A Set of Squares

A set consists of five envelopes containing pieces of cardboard that have been cut into different patterns and, when properly arranged, will form five squares of equal size. To prepare a set, cut five cardboard squares of equal size, 5" x 5". Place the squares in a row and mark them as shown below, penciling the letters a, b, c and so on lightly so they can later be erased. The lines should be so drawn that when cut out, all pieces marked "a" will be of exactly the same size, all pieces marked "b" of the same size, and so on.

By using multiples of 2-1/2", several possible combinations will allow participants to form one or two squares, but only one combination is possible that will enable participants to form five identical squares.

After drawing the lines of the 5" x 5" squares and labeling them with lower-case letters, cut each as marked.

Mark each of the five envelopes A, B, C, D, and E with upper-case letters. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces j, g, e.
Envelope B has pieces b, b, b, d.
Envelope C has pieces b, i.
Envelope D has pieces c, f.
Envelope E has pieces h, a, f, d.

Interpreting: How did you feel when someone holding a key piece did not see the solution? How did you feel when someone else completed their square incorrectly and didn't try to help the others? Why would he or she do that? How did you feel about somebody who was slower to see the solution?

Learning Activity: **How Are Decisions Made?**[19]
Leadership Skill: Working with Groups - decisions
What To Do: Demonstrate group decision making.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Read the following information to the group:

There are two ways decisions can be made -- individually or in a group. Group decisions can be made by a variety of methods, each with its advantages and disadvantages. Certain methods work better in some situations; others work better in different situations. It is important for groups to understand the methods well enough to be able to choose the one that is best.

The three major methods are:

(1) the leader making the decision
(2) voting
(3) agreement through consensus

The Leader Making the Decision

The advantage of this method is that it saves time. If the leader makes the decision without listening to group discussion, the accuracy of that decision will be limited. Even if the leader is a good listener, the effectiveness may improve but still be limited because the group's ideas will not be adequately considered. Competition may arise between members who both want their ideas considered by the leader.

Voting

Majority rule is a long-accepted method in our democratic society. It is used quite often, but still has some disadvantages. Often it causes an alienated minority that can affect the implementation of the decision. Often the resources of the group are not used to the fullest advantage. This method should be used when the decision is not very important or when time is lacking.

Agreement Through Consensus

Although this method takes a great deal of time, energy, and group participation, it produces the most effective group decisions. It attempts to get all members of the group to support the decision. When each member accepts the same alternative, the group has achieved consensus. This method produces a high quality and creative decision that is supported by all group members. This support aids in implementation and commitment to a set plan of action.

Choose several topics that involve a decision and write them on slips of paper. Have groups of 5-8 draw a slip of paper with the "decision" statement and design a skit to illustrate the methods. Skits should outline what happens, how individuals are affected, and how everyone feels. Have the members perform the skits for the group.

Interpreting: Why don't all methods work in the same situation? What method are you most comfortable with? What are the pros and cons of each?

Learning Activity: **Consensus Building**[19]
Leadership Skill: Working with Groups - decisions
What To Do: Practice reaching consensus.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Start by reading the following information to members:

When your group reaches the point where each person can say, "Well, even though it may not be exactly what I want, at least I can live with the idea and support it," then the group has reached consensus. This doesn't mean that all members must completely agree, but they all must agree on something. Any one member can block a decision, which is why consensus decisions may be both more difficult and more effective than other methods. It forces the group to consider all aspects of the problem and the objections to possible courses of action.

Differences of opinion can be treated as a way of gathering additional information, clarifying issues, and forcing the group to seek better alternatives. If conflicts arise, they should be dealt with immediately so they don't continue to hinder the group. Group members' willingness to risk and deal with personal conflicts can mean the difference between success or failure for the entire group.

To help your group reach consensus, consider these suggestions. As a group member:

--Listen carefully to the views of others - consider the other person's viewpoint before insisting on yours.
--Look for the most acceptable solution - the idea of consensus is that everyone comes out a winner - there are no losers.
--Give everyone a chance to be heard - explore as many views as possible so you can choose the best alternative.
--Look at disagreement from a positive view - not everyone will argue at first. Disagreements can test group commitments, determine how good an idea is, and explore possibilities with a better chance that the group will hit upon a mutually acceptable solution.

Consensus is not always easy to accomplish, since just one person can keep your group from making a decision.

Give each group participant a copy of the worksheet on the next page, and ask him or her to complete in 10 minutes the task listed on the sheet. Each person must work independently.

After 10 minutes, interrupt to announce that the group must arrive at a consensus on the top 10 (or give other) teen needs. The ranking of each need must be agreed upon by every member. (Averaging, majority voting, trade-offs, coin flips, etc., are not allowed.)

After 30 minutes, stop the task. Have the members discuss how well they reached consensus.

If your group is large, you may want to split it into smaller groups, appoint a leader for each, and have them do the exercise independently.

Interpreting: Who led the discussion? What method (if any) was used to reach a consensus? Were all opinions and ideas included? Is everyone really committed to the decisions reached? Did members withdraw from the discussion after having given up on a point?

Variation:

1. Have each group list its items on a sheet of newsprint, ranked from highest to lowest. Display sheet on the wall.
2. Request that inter-group agreement now be achieved.
3. Place a chair in the middle of each group.
4. Have each group select a representative to negotiate its priorities to achieve agreement. Emphasize that their priorities are at stake.
5. To allow other members who are not representatives to argue for their group, put two empty chairs among the representatives' chairs. A person may join the discussion if he or she occupies an open chair, but only to make a point. That person then must relinquish it to others wishing to be heard.

CONSENSUS WORKSHEET: WHAT TEENS NEED

Instructions

Rank the following needs in order of importance, from the greatest to the least. Number them 1 through 15.

_____ A voice in community decisions

_____ Churches more concerned with youth

_____ Summer jobs

_____ More tennis courts

_____ Bike paths

_____ More teen activities

_____ Own transportation

_____ Drug counseling

_____ Youth center - a place to go

_____ Someone to talk to

_____ Adult supervision

_____ A sense of purpose

_____ Teen dances

_____ Better teachers

_____ Other ______________________________

Learning Activity: **Murder Mystery**[14]
Leadership Skill: Working with Groups - decisions
What To Do: Solve the mystery as a group.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

The following exercise is a mystery that can be used to study the way information is communicated in problem-solving groups. Write each clue on a separate card and pass them out randomly to group members. Groups of any size can be used.

The task of the group is to solve a murder mystery by finding the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Each member has some clues that will help solve the mystery. The clues may be communicated verbally, but the cards may not be shown to other group members.

Clues

* When he was discovered dead, Mr. Thompson had a bullet wound in his calf and a knife wound in his back.
* Mr. Barton shot at an intruder in his apartment building a midnight.
* Mr. Thompson had virtually wiped out Mr. Barton's business by stealing his customers.
* The elevator operator reported to police that he saw Mr. Thompson at 12:15 a.m.
* The bullet taken from Mr. Thompson's calf matched the gun owned by Mr. Barton.
* Only one bullet had been fired from Mr. Barton's gun.
* The elevator man said Mr. Thompson did not seem too badly hurt.
* The knife found in the parking garage had been wiped clean of fingerprints.
* Mrs. Scott had been waiting in the lobby for her husband to get off work.
* The elevator man went off duty at 12:30 a.m.
* Mr. Thompson's body was found in the park.
* Mr. Thompson's body was found at 1:20 a.m.
* Mr. Thompson had been dead for about an hour when his body was found, according to the medical examiner.
* Mrs. Scott did not see Mr. Thompson leave through the lobby while she was waiting.
* Bloodstains corresponding to Mr. Thompson's blood type were found in the basement parking garage.
* Police were unable to locate Mr. Barton after the murder.
* Mr. Thompson's blood type was found on the carpet outside Mr. Barton's apartment.
* There were bloodstains in the elevator.
* Mrs. Scott has been a good friend of Mr. Thompson and had often visited his apartment.
* Mrs. Scott's husband had been jealous of the friendship.
* Mrs. Scott's husband did not appear in the lobby at 12:20 a.m., the end of his normal working hours. She had to return home alone and he arrived later.
* At 12:45 a.m. Mrs. Scott could not find her husband or the family car in the basement parking lot of the apartment building where he worked.

The Solution

Murderer - Mr. Scott
Weapon - Knife
Time - 12:30 a.m.
Place - Mr. Scott's apartment
Motive - an affair

Interpreting: How did your group make decisions? Who was involved? Who initiated new theories? Were there members who did not participate?

Learning Activity: **Leadership**[19]
Leadership Skill: Working with Groups - leadership styles
What To Do: Identify leadership characteristics.
Focus: Group

Instructions for group leader:

Pass out a copy of the "Leadership Characteristics Sheet" to each member. Members are to select five characteristics that they think are most important for a group or community leader, and rank them in importance (1 being most important; 5 being least important). Allow five minutes before continuing.

After all members have selected the five most important characteristics, split the members into groups of six to eight people. Tell members that they will have 20 minutes to arrive at a group decision on the five most important characteristics and a rank of importance for them.

List three rules that must be followed in reaching consensus.

1) You must work as a group.
2) Do not choose a formal discussion leader.
3) Do not take formal votes to reach your decision; depend on consensus.

After the groups have finished have them report their discussion to the group as a whole. Have the groups discuss how, in fact, they operated in reaching their decisions.

Interpreting: How does the group list of characteristics compare to the leadership methods used by your group? Did the group list reflect most of the members' lists, or just the lists of a few? How were differences of opinion dealt with? Was consensus reached by active participation or by passive "agreement?" How were passive members dealt with by the group?

LEADERSHIP CHARACTERISTICS SHEET

Below is a list of characteristics which might be used to describe a group or community leader. You are to select from this list five characteristics - the ones you feel are the most important for a group leader and to rank the five characteristics in order of importance (1 being most important; 5 least important). List the five characteristics in the order you decide on by placing numbers next to your choices in the space provided. You have five minutes to complete this task.

_______ Initiative
_______ Interest in people
_______ Well organized
_______ Awareness of local politics
_______ Intelligence
_______ Emotional stability
_______ Cultural interests
_______ Loyalty to community
_______ Generalized experience
_______ Specialized experience
_______ Sense of humor
_______ Good socializer
_______ Respect in community
_______ Financial independence
_______ Physical health and vigor
_______ Grasp of local issues

Learning Activity: **Ball Game**[19]
Leadership Skill: Working with Groups -
leadership styles
What To Do: Assume leadership role.
Focus: Group

Instructions for group leader:

Announce a topic for the group to discuss. Make one up that is pertinent to your group, or use one of the following:

How do you feel about (a current event)?
What do teens need most?
Why are people apathetic?
How much control should parents have?

Ask members to jot down a few main points they would like to discuss and keep them handy. When they finish, drop a ball of string into the middle of the group. Explain that they will now discuss the points they wrote about the topic presented. Whoever picks up the ball first will begin the discussion.

Only the one who is holding the ball of string may speak. The person holding the ball must keep it until someone non-verbally signals him or her for the ball. The one holding the ball has the option either to give the ball to the other person or keep it and continue talking. When the person decides to pass the ball of string, he or she must hold onto the end of the string after passing it.

This process continues for about 15 minutes. When time is up the string will be woven among the group members in a pattern that shows the flow of communication.

Interpreting: How did you feel when you were holding the ball? How did you feel when you wanted the ball but could not get it? What kind of behaviors did you observe in the group? What does the pattern made by the string say about communication and leadership in the group?

Learning Activity: **Pins And Straws**[19]
Leadership Skill: Working with Groups - leadership styles
What To Do: Build a structure.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Split members into groups of six to eight. Have them designate one as leader and one as observer. Give each leader a role card that explains the kind of leader he or she will be. Give each observer an observer sheet. When all the leaders understand their roles, the pins and straws are distributed to each group. The task is to build a strong, tall, beautiful structure in 15 minutes.

After 15 minutes, pass out the rating sheets and have each member rate their satisfaction with their group. Next, have the participants examine all of the structures and vote for the best according to each category. Tally the results and record the numbers on the rating sheets. Have the leaders explain their roles to the groups.

Interpreting: How did it feel to work under the style of your leader? How did it feel to lead with that style? What were the effects of the leadership style? Advantages and disadvantages? Use the ratings that you recorded at the end of the construction phase. Did this activity remind you of any effects of leadership style? What were they? Did this activity demonstrate any new effects of leadership style? What were they? How did leadership style affect the structures in terms of beauty, height, or strength?

One would expect an ownership bias to appear in the form of each group voting for its own structure. Since there is an equal number of members in each group, the ownership hypothesis would predict a tie in all three categories. Yet this rarely occurs. Discuss how this shows that leadership can affect a group's feelings of ownership for a product?

Notice the relationship between leadership style and participation. Which leadership style used the most, and which leadership style utilized the least resources of the group?

Discuss how the brief amount of time allotted to do the task affected different leadership styles and group performance.

Did you find a relationship between the level of participation and the satisfaction of group members? What are the long-term and short-term implications of the relationships between leadership style and member satisfaction?

PINS AND STRAWS OBSERVER WORKSHEET

Your task is to observe the group's behavior. You do not participate. Position yourself where you can observe the behavior of all the group members.

1. Who was the group's leader?

2. Describe his/her leadership style. Give some examples of his/her behavior that illustrate that style.

3. Cite any other behaviors that you think were related to the leader's style of management. Note the member's name next to each specific behavior.

4. Describe the climate or atmosphere of the group. Give some examples of the group members' behavior that illustrate this climate. Record the members' names and note their specific behavior.

5. Describe the involvement or participation of the group members in this task.

6. Cite some examples of behavior of individual members to illustrate the participation characteristics of your group. Record the members' names and note their specific behavior.

PINS AND STRAWS LEADER INSTRUCTIONS

Leader - #1

You are to be a dictator which means that you do not tell your group that you are a dictator.

Do not accept any suggestions from group members.

Do give orders about how the job will get done.

The sculpture is to be a result of your ideas.

YOU MUST NOT INFORM THE GROUP OF WHAT YOU ARE DOING.

Leader - #2

You are to be a democratic leader which means that you and the group work together to build the sculpture - your job is to involve the group to the point where everyone agrees with the way the sculpture turns out.

YOU MUST NOT INFORM THE GROUP OF WHAT YOU ARE DOING.

Leader - #3

You are to be a laissez-faire leader which means that you do not make any suggestions about how or what is to be done or who is to do it.

Let everyone do what they want to do.

The sculpture must come from their ideas.

YOU MUST NOT INFORM THE GROUP OF WHAT YOU ARE DOING.

PINS AND STRAWS - PARTICIPANT INSTRUCTIONS

Your Group

On a scale of one to 5 (5 is high) rate your satisfaction with

Your leader _____

Your participation _____

The group's product _____

Fill in your group average in the box below.

Record the votes for the best structure according to the three categories.

Group	Average Ratings			Tally of Votes			
	Leadership	Participation	Product	Height	Strength	Beauty	Total
1							
2							
3							
4							
5							
6							

Learning Activity: **Leadership Behavior**[19]
Leadership Skill: Working with Groups -
leadership styles
What To Do: Determine your preferred style.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have participants fill out the Leadership Behavior Questionnaire on the next page. Direct the members in scoring their sheets. Then:

a. Have them circle the numbers of Items 8, 12, 17, 18, 19, 30, 34, and 35.

b. Have participants write a number 1 in front of the circled items to which participants responded S (seldom), or N (never).

c. Tell them to write the number 1 in front of items not circled to which participants responded A (always), or F (frequently).

d. Have participants circle the number 1's that have just been written in front of the following items: 3, 5, 8, 10, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.

e. Have participants count the circled number 1's. That number represents the level of concern for people. Have them write the number in the blank following "P" at the end of the questionnaire.

f. Have participants count the uncircled 1's. That number represents the level of concern for task. Have them write that number in the blank following the letter "T."

Distribute Leadership Behavior Profile Sheets and tell participants to follow the directions on the sheet.

Interpreting: Do you feel that the profile truly expresses the type of leader you are? What are the merits of being more concerned for people? What are the merits of being more concerned for the task?

LEADERSHIP BEHAVIOR - QUESTIONNAIRE

____________________ Name

____________________ Group

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way: Always Ⓐ, frequently Ⓕ, occasionally Ⓞ, seldom Ⓢ, or never Ⓝ.

A F O S N ____ 1. I would most likely act as the spokesman of the group.

A F O S N ____ 2. I would encourage overtime work.

A F O S N ____ 3. I would allow members complete freedom in their work.

A F O S N ____ 4. I would encourage the use of uniform procedures.

A F O S N ____ 5. I would permit the members to use their own judgment in solving problems.

A F O S N ____ 6. I would stress being ahead of competing groups.

A F O S N ____ 7. I would speak as a representative of the group.

A F O S N ____ 8. I would needle members for greater effort.

A F O S N ____ 9. I would try out my ideas in the group.

A F O S N ____ 10. I would let the members do their work in the way they think best.

A F O S N ____ 11. I would be working hard for approval.

A F O S N ____ 12. I would be able to tolerate postponement and uncertainty.

A F O S N ____ 13. I would speak for the group when visitors were present.

A F O S N ____ 14. I would keep the work moving at a rapid pace.

A F O S N ____ 15. I would turn the members loose on a job and let them go to it.

A F O S N ____ 16. I would settle conflicts when they occur in the group.

A F O S N ____ 17. I would get swamped by details.

A F O S N ____ 18. I would represent the group at outside meetings.

A F O S N ____ 19. I would be reluctant to allow the members any freedom of action.

A F O S N ____ 20. I would decide what shall be done and how it shall be done.

A F O S N ____ 21. I would push for increased production.

A F O S N ____ 22. I sometimes give up authority which I have.

A F O S N ____ 23. Things would usually turn out as I predict.

A F O S N ____ 24. I would allow the group a high degree of initiative.

A F O S N ____ 25. I would assign group members to particular tasks.

A F O S N ____ 26. I would be willing to make changes.

A F O S N ____ 27. I would ask the members to work harder.

A F O S N ____ 28. I would trust the group members to exercise good judgment.

A F O S N ____ 29. I would schedule the work to be done.

A F O S N ____ 30. I would refuse to explain my actions.

A F O S N ____ 31. I would persuade others that my ideas are to their advantage.

A F O S N ____ 32. I would permit the group to set its own pace.

A F O S N ____ 33. I would urge the group to beat its previous record.

A F O S N ____ 34. I would act without consulting the group.

A F O S N ____ 35. I would ask that group members follow standard rules and regulations.

T ____ P ____

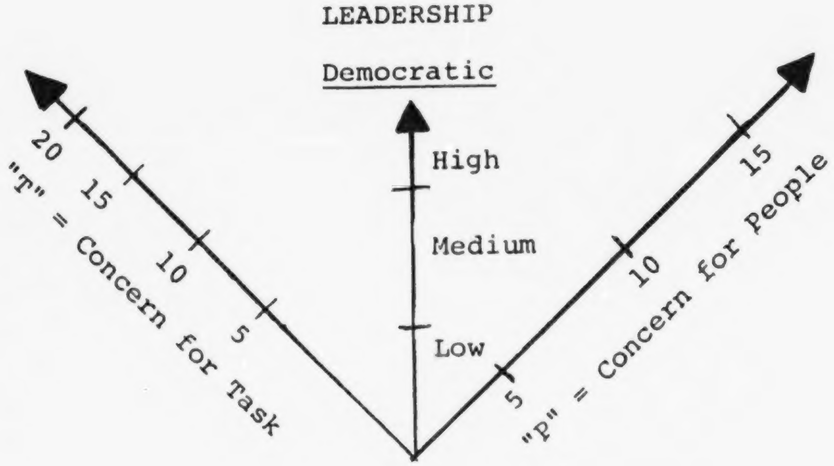
LEADERSHIP BEHAVIOR - PROFILE SHEET

____________________ Name

____________________ Group

Directions:

Find your score on the concern for task dimension - letter "T" on the left-hand arrow. Next, move to the right-hand arrow and find your score on the concern for people dimension - letter "P." Now draw a straight line to intersect the "P" and "T" score. The point where the line crosses the middle arrow indicates your score on the dimension.


LEADERSHIP
Democratic
High
Medium
Low
20
15
10
5
"T" = Concern for Task
15
10
5
"P" = Concern for People

LEADERSHIP BEHAVIOR - SURVEY #2

The purpose of the survey below is to get a description of your leadership behavior in a group situation. Circle the letter that most appropriately describes your behavior as a member of a group - (A) always, (F) frequently, (O) occasionally, (S) seldom, or (N) never - in connection with each statement.

When I am a member of a problem-solving group:

A F O S N 1. I offer facts, give my opinions and ideas, provide suggestions and relevant information to help the group discussion.

A F O S N 2. I warmly encourage all members of the group to participate, demonstrating receptivity and openness to their ideas, and generally being friendly and responsive to them.

A F O S N 3. I ask for facts, information, opinions, ideas, and feelings from other group members to help the group discussion.

A F O S N 4. I try to persuade members to analyze constructively their differences in opinions and ideas, and to search for common elements.

A F O S N 5. I propose the goals and tasks in order to start action.

A F O S N 6. I act to relieve group tension by joking, suggesting breaks, and proposing fun approaches to group work.

A F O S N 7. I give direction to the group by developing plans and by focusing members' attention on the tasks to be done.

A F O S N 8. I help communication by showing good communication skills and by making sure each member is understood by other members.

A F O S N 9. I pull together related ideas or suggestions made by group members and restate and summarize main points.

A F O S N 10. I ask how members feel about group interaction and the group's work, as well as share my own feelings.

A F O S N 11. I coordinate group work by pulling ideas and suggestions together and by drawing together the activities of subgroups and members.

A F O S N 12. I observe the process by which the group works and use my observations to help in examining group effectiveness.

A F O S N 13. I determine why the group has difficulty in working effectively and what blocks progress in accomplishing the group's goals.

A F O S N 14. I express group standards and norms and group goals to keep members aware of the direction in which the work is going and the progress being made toward the goal, as well as to get continued open acceptance of group norms and procedures.

A F O S N 15. I energize the group by stimulating group members to produce a higher quality of work.

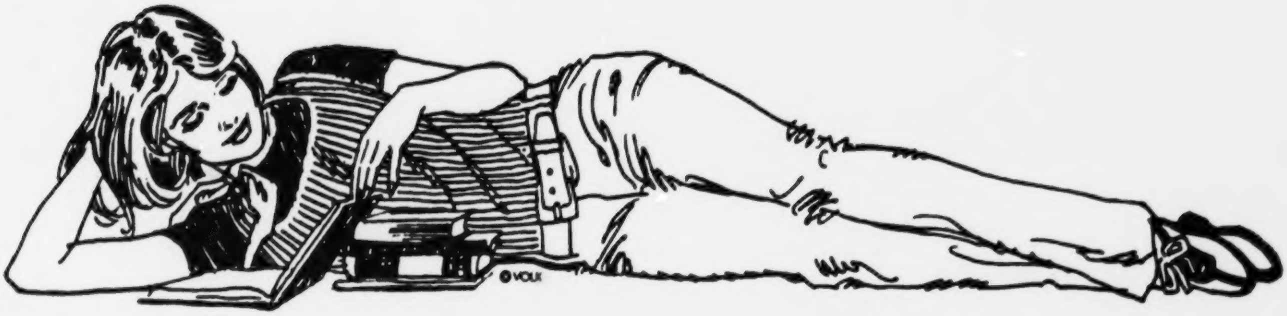
A F O S N 16. I listen to other group members, weighing the ideas of others, and go along with the movement of the group when not in disagreement.

A F O S N 17. I examine how practical and workable the ideas are, evaluate alternatives, and apply decisions and suggestions to real situations.

A F O S N 18. I accept and support the openness of other group members, reinforcing them for taking risks, and encourage individuality in members.

A F O S N 19. I compare group decisions, measuring accomplishments against goals.

A F O S N 20. I promote the open discussion of conflicts between group members in order to resolve disagreements and increase group togetherness.



ANALYZING LEADERSHIP BEHAVIOR #2

1. If you circled (A) on the survey give yourself 5 points, (F) 4 points, (O) 3 points, (S) 2 points, and (N) 1 point.
2. Place the score for each statement in the following table.

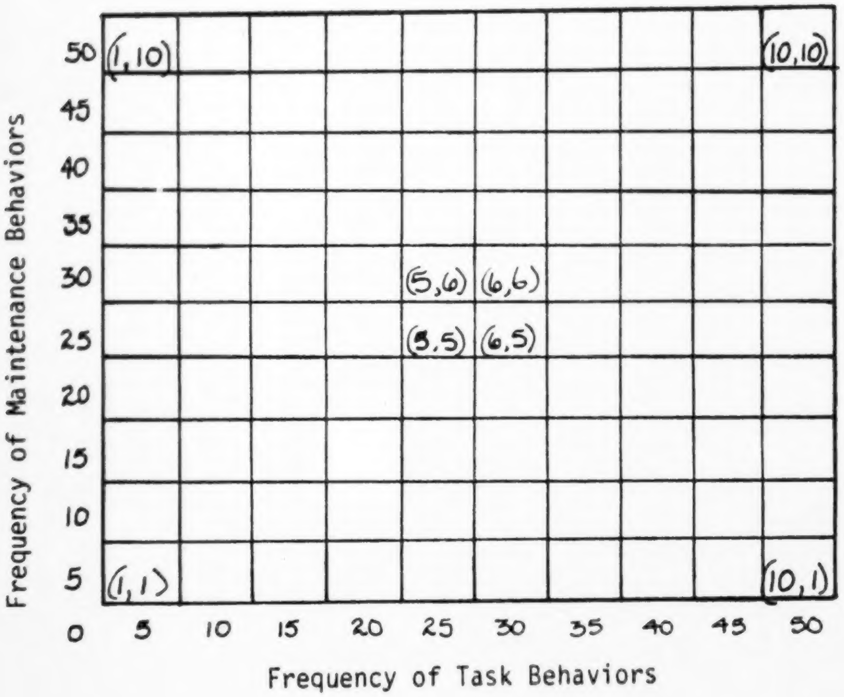
___ 1. Information and opinion giver
___ 3. Information and opinion seeker
___ 5. Starter
___ 7. Direction giver
___ 9. Summarizer
___ 11. Coordinator
___ 13. Diagnoser
___ 15. Energizer
___ 17. Reality tester
___ 19. Evaluator

_____ Total for Task Functions

___ 2. Encourager of participation
___ 4. Harmonizer and compromiser
___ 6. Tension reliever
___ 8. Communication helper
___ 10. Evaluator of emotional climate
___ 12. Process observer
___ 14. Standard setter
___ 16. Active listener
___ 18. Trust builder
___ 20. Interpersonal problem solver

_____ Total for Maintenance Functions

3. Locate yourself on the Task-Maintenance Grid by finding your score for task functions on the bottom axis. Move up the corresponding column until you reach the block which contains your score for maintenance functions. Place an "X" in the block.


Frequency of Maintenance Behaviors
50
45
40
35
30
25
20
15
10
5
0
(1,10)
(10,10)
(5,6)
(6,6)
(5,5)
(6,5)
(1,1)
(10,1)
5
10
15
20
25
30
35
40
45
50
Frequency of Task Behaviors

Learning Activity: **Choosing A Color**[19]
Leadership Skill: Working with Groups -
leadership styles
What To Do: Role play group member roles.
Focus: Group

Instructions for group leader:

Prepare the following:

a. Envelope I providing directions for the group task, and seven to ten envelopes containing individual directions for role and position.
b. Envelope II containing directions and group task.
c. Envelop III containing directions and group task.
d. A large envelope containing first three envelopes.
e. A description of roles to be played.

Introduce the participants to role playing. The roles below are explained on the role sheets that follow.

a. Information seeker
b. Harmonizer
c. Clarifier
d. Gatekeeper
e. Initiator
f. Aggressor
g. Information giver
h. Orienter

Make clear to the role players that although they have been assigned a particular role in this activity, they will, as in a real group situation, play a variety of roles during the course of the exercise. They will, however, emphasize the particular role behavior to which they have been assigned.

Put the large envelope containing the instruction envelopes in the center of the group with no further instructions or information. At the conclusion of the activity have the group discuss the questions used by the small groups.

Interpreting: What behaviors did you observe harmonizers (clarifiers, gatekeepers, etc.) using? How did each role affect the group's ability to reach it's goal? What process did your group use in choosing a chairperson? Did you think any of your group members were trying to be chosen chair? What behaviors were most successful in influencing the group to choose a person as chair? Who took charge of the envelopes and reading the instructions at the beginning of the activity? Did he or she continue throughout? Was that person(s) considered as chair? Why or why not? How can you use what you've observed in other group situations?

INDIVIDUAL INSTRUCTION ENVELOPES FOR PHASE I

Eight of the individual envelopes will contain certain instructions for role and position. Two of the individual envelopes will contain special knowledge. The information should be given on cards in the following manner:

Envelope 1:	Role:	Information seeker asks for factual information and clarification. Requests facts pertinent to the problem being discussed.
	Position:	You want the color to be BLUE. You are to do all you can to see that blue is chosen.
Envelope 2:	Role:	Harmonizer attempts to reconcile disagreements; reduces tension; gets people to explore differences.
	Position:	Do not accept any of the colors suggested by the others. Introduce the idea of a new color (orange) as a compromise, and fight to get it accepted.
Envelope 3:	Role:	Clarifier interprets ideas or suggestions; defines terms; clarifies issues before the group; clears up confusions.
	Position:	You want the color to be RED. You are to do all you can to see that red is chosen.
Envelope 4:	Role:	None
	Position:	None. You have the special knowledge that the group is going to be asked to select a chairman later in the exercise. You are to conduct yourself in such a manner that they will choose you. Do not reveal this information to anyone in the group.
Envelope 5:	Role:	Gatekeeper helps to keep communication channels open; facilitates the participation of others; suggests procedures that permit sharing.
	Position:	You are opposed to the choice of RED as the group's color. Do all you can to keep it from being selected.
Envelope 6:	Role:	Initiator proposes tasks, goals, or actions; defines group problems; suggests procedures.
	Position:	You want the color to be GREEN. You are to do all you can to see that the color green is chosen.
Envelope 7:		This envelope should contain exactly the same information as Envelope 4.

Envelope 8: Role: Aggressor deflates others' status; attacks the group for its values; jokes in a barbed or concealed way.

Position: You are opposed to the choice of RED as the group's color. Do all you can to prevent it from being selected.

Envelope 9: Role: Information giver offers facts; gives expression of feelings; gives opinions.

Position: You are opposed to the choice of BLUE as the group's color. Do all you can to prevent it from being selected.

Envelope 10: Role: Orienter defines the position of the group with respect to its goals; points to departures from agreed-upon goals or directions; raises questions about the direction which the group is taking.

Position: You are opposed to the choice of the color GREEN as the group's color. Do all you can to prevent it from being selected.

If there are fewer than 10 participants in the group, simply eliminate as many of the last three roles as necessary. However, there must be at least 7 people in the group.

INSTRUCTIONS WRITTEN ON THE LARGE ENVELOPE WHICH CONTAINS THE OTHERS

Enclosed you will find three envelopes which contain directions for the three phases of this activity. You are to open the first one (labeled I) at once. Subsequent instructions will tell you when to open the second (labeled II) and third envelope (labeled III).

ENVELOPE I WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE I

Time allowed: 15 minutes

Special Instructions: Each member is to take one of the white envelopes and follow the individual instructions contained in it.

Task: The group is to choose a color which will become the symbol of your group.

DO NOT LET ANYONE ELSE SEE YOUR ENVELOPE OR YOUR INSTRUCTIONS!!!

After 15 minutes, go on to the next envelope.

ENVELOPE II WILL CONTAIN THE FOLLOWING INSTRUCTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE II

Time allowed: 5 minutes

Task: You are to choose a group chairperson

After 5 minutes, go on to the next envelope.

ENVELOPE III WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE III

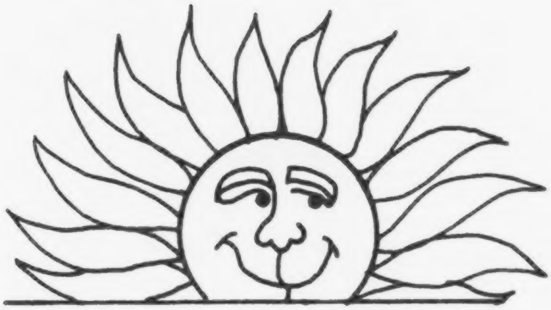
YOU ARE NO LONGER IN YOUR ASSIGNED ROLES.

Time allowed: 10 minutes

Task: The group is to process the first two phases of the activity. During this process, group members might wish to discuss the roles and positions to which they were assigned, the strategies they developed, their feelings during various phases of the activity. Did the group accomplish their tasks? Why? Why not?

Special instructions: The newly elected group chairperson will lead the discussion.

After 10 minutes, return the directions to their respective envelopes and re-form the large group to complete the processing.



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Leadership
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